Bahasa Inggris



SMA/MA
SMK/MAK
Kelas
X
Semester 1

***Disklaimer:** Buku ini merupakan buku siswa yang dipersiapkan Pemerintah dalam rangka implementasi Kurikulum 2013. Buku siswa ini disusun dan ditelaah oleh berbagai pihak di bawah koordinasi Kementerian Pendidikan dan Kebudayaan, dan dipergunakan dalam tahap awal penerapan Kurikulum 2013. Buku ini merupakan "dokumen hidup" yang senantiasa diperbaiki, diperbaharui, dan dimutakhirkan sesuai dengan dinamika kebutuhan dan perubahan zaman. Masukan dari berbagai kalangan diharapkan dapat meningkatkan kualitas buku ini.*

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420

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KATA PENGANTAR

Kurikulum 2013 dirancang untuk menyongsong model pembelajaran Abad 21. Didalamnya terdapat pergeseran pembelajaran dari siswa diberi tahu menjadi siswa mencari tahu dari berbagai sumber belajar melampaui batas pendidik dan satuan pendidikan. Peran Bahasa Inggris dalam model pembelajaran seperti itu menjadi sangat sentral mengingat lebih banyak sumber belajar dalam Bahasa Inggris dibanding semua sumber belajar dalam semua bahasa lainnya digabungkan.

Makin datarnya dunia dengan teknologi informasi dan komunikasi menyebabkan pergaulan tidak dapat lagi dibatasi oleh batas-batas negara. Kurikulum 2013 menyadari peran penting Bahasa Inggris tersebut dalam menyampaikan gagasan melebihi batas negara Indonesia serta untuk menyerap gagasan dari luar yang dapat dipergunakan untuk kemaslahatan bangsa dan negara. Dengan demikian kompetensi lulusan Pendidikan Menengah yang dirumuskan sebagai mampu menjadi cerminan bangsa yang berkontribusi aktif dalam pergaulan dan peradaban dunia dapat tercapai.

Sejalan dengan peran di atas, pembelajaran Bahasa Inggris untuk Pendidikan Menengah Kelas X yang disajikan dalam buku ini disusun untuk meningkatkan kemampuan berbahasa. Penyajiannya adalah dengan menggunakan pendekatan pembelajaran berbasis teks, baik lisan maupun tulis, dengan menempatkan Bahasa Inggris sebagai wahana komunikasi. Pemahaman terhadap jenis, kaidah dan konteks suatu teks ditekankan sehingga memudahkan peserta didik menangkap makna yang tersurat dan tersirat dalam suatu teks; juga untuk menyajikan gagasan dalam bentuk teks yang mudah dipahami makna kandungannya dan diapresiasi keindahan pilihan rangkaian katanya.

Sebagai bagian dari Kurikulum 2013 yang menekankan pentingnya keseimbangan kompetensi sikap, pengetahuan dan keterampilan, kemampuan berbahasa Inggris yang dituntut dibentuk melalui pembelajaran berkelanjutan: dimulai dengan meningkatkan kompetensi pengetahuan tentang jenis, kaidah dan konteks suatu teks, dilanjutkan dengan kompetensi keterampilan menyajikan suatu teks tulis dan lisan baik terencana maupun spontan dengan pelafalan dan intonasi yang tepat, dan bermuara pada pembentukan sikap kesantunan berbahasa dan sikap menghargai keindahan bahasa.

Buku ini menjabarkan usaha minimal yang harus dilakukan siswa untuk mencapai kompetensi yang diharapkan. Sesuai dengan pendekatan yang digunakan dalam Kurikulum 2013, siswa diajak menjadi berani untuk mencari sumber belajar lain yang tersedia dan terbentang luas di sekitarnya. Peran guru dalam meningkatkan dan menyesuaikan daya serap siswa dengan ketersediaan kegiatan pada buku ini sangat penting. Guru dapat memperkayanya dengan kreasi dalam bentuk kegiatan-kegiatan lain yang sesuai dan relevan yang bersumber dari lingkungan sosial dan alam.

Implementasi terbatas Kurikulum 2013 pada tahun ajaran 2013/2014 telah mendapatkan tanggapan yang sangat positif dan masukan yang sangat berharga. Pengalaman tersebut dipergunakan semaksimal mungkin dalam menyiapkan buku untuk implementasi menyeluruh pada tahun ajaran 2014/2015 dan seterusnya. Walaupun demikian, sebagai edisi pertama, buku ini sangat terbuka dan perlu terus dilakukan perbaikan dan penyempurnaan. Oleh karen itu, kami mengundang para pembaca memberikan kritik, saran dan masukan untuk perbaikan dan penyempurnaan pada edisi berikutnya. Atas kontribusi tersebut, kami ucapkan terima kasih. Mudah-mudahan kita dapat memberikan yang terbaik bagi kemajuan dunia pendidikan dalam rangka mempersiapkan generasi seratus tahun Indonesia Merdeka (2045).

Jakarta, Januari 2014
Menteri Pendidikan dan Kebudayaan

Mohammad Nuh

DAFTAR ISI

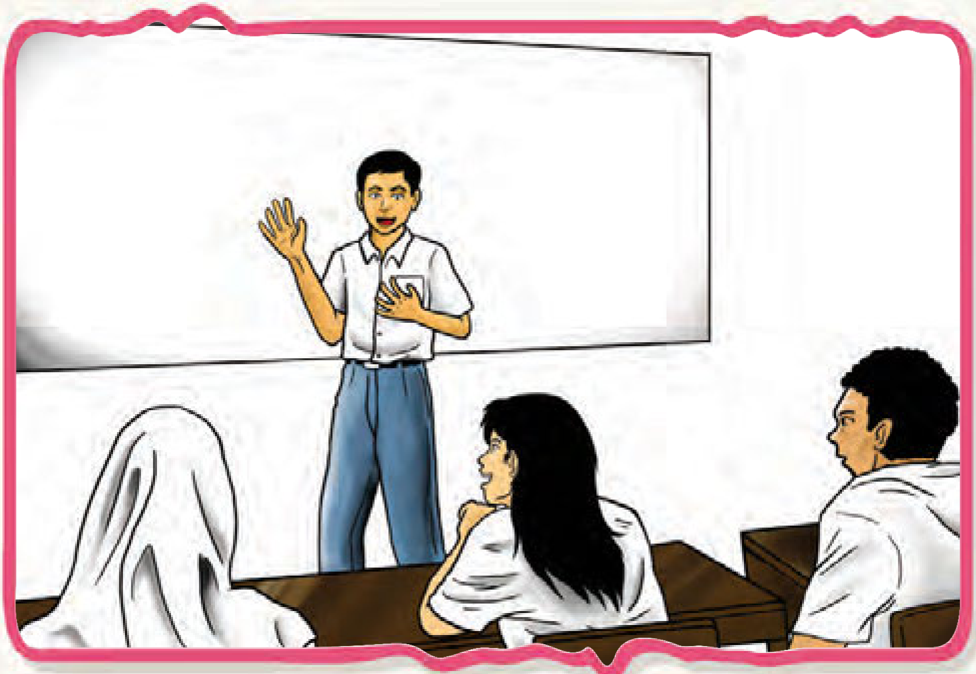
“Pendidikan adalah senjata paling mematikan di dunia,
karena dengan itu Anda dapat mengubah dunia”
– Nelson Mandela

Kami ucapkan :
Selamat belajar & mengajar
Jangan menyerah, suksesmu adalah sukses kita semua



Chapter 1

Talking about Self



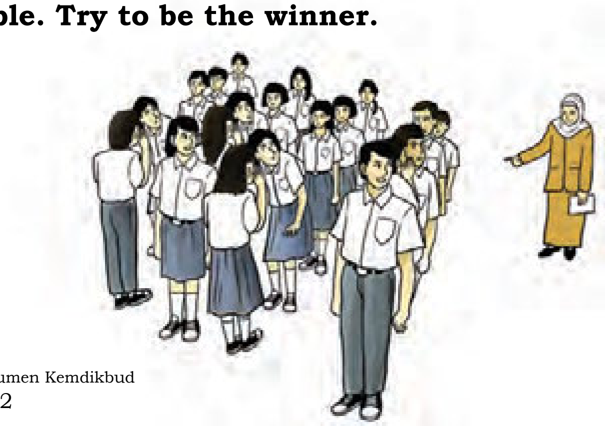
Source: Dokumen Kemdikbud
Picture 1.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 1, siswa diharapkan mampu:
1. Menggunakan bahasa Inggris dalam berkomunikasi tentang pemaparan jati diri dengan guru dan teman.
2. Menunjukkan perilaku santun, peduli, dan percaya diri dalam melaksanakan komunikasi tentang pemaparan jati diri.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri.
4. Merespon makna teks pemaparan jati diri lisan dan tulis.
5. Menyusun teks lisan dan tulis sederhana tentang pemaparan jati diri.

A WARMER: CHINESE WHISPER

Your teacher will divide the class into 4 groups and show you how to play Chinese Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.



Source: Dokumen Kemdikbud
Picture 1.2

Discuss with your friends what characters your group needs in order to do the activity successfully and to become the winner.

B VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work to your classmate's.

pen pal *(noun)*	kereta komuter
sound *(verb)*	sangat menyukai
run *(transitive verb)*	jauh
(be) into *(preposition)*	nampaknya
attend (school, college) *(verb)*	sahabat pena
distant *(adjective)*	bahasa pertama
commuter train *(noun)*	bersekolah/kuliah
magnificent *(adjective)*	luar biasa
mother tongue *(noun)*	mengelola
half sister/brother *(noun)*	saudara tiri

C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

pen pal	: / pen pæl /
sound	: / saʊnd /
run	: / rʌn /
(be) into	: / ɪntu /
attend	: / ətend /
distant	: / dɪstənt /
commuter train	: / kəmjutə treɪn /
magnificent	: / mægnɪfɪs ə nt /
mother tongue	: / mʌðər tʌŋ /
half sister/brother	: / hɑf braðər/sistər /

D READING

Task 1: Jigsaw

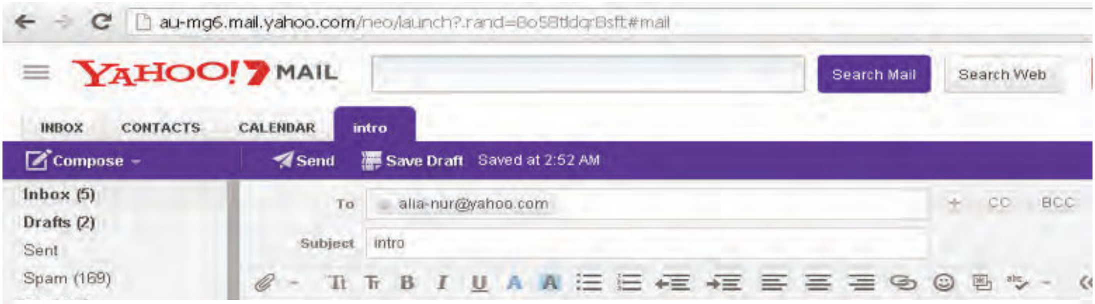
Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read Text 1; students identified as B, read Text 2.



Source: Dokumen Kemdikbud

Picture 1.3

Text 1:
An email from Hannah



Hello, Alia! Let me introduce myself. My name is Hannah.

I know your name from my friend, Caroline. She told me that you sent her an email telling her that you would like to have more **pen pals** from the US. I'd really like to be your E-pal. You **sound really cool!**

I guess I'd better tell you something about myself first. I'm 16 years old and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two **half sisters** and I'm the middle child. My father died a few years ago so my mother **runs** the house and the family business. My father was a barista.

I have lots of hobbies. I like music – mostly classical music and folk music – but I don't play an instrument. I like sports, especially tennis and basketball. At school I'm in the basketball team and I spend most of my extra-curricular time playing basket ball. **I'm into** animals very much. My sister and I have three dogs, a rabbit and an iguana. They need lots of attention as you can imagine. At school, I have many Hmong friends who were not fully fluent in English. Their family moved here from Asia. I enjoy talking to them about our different cultures. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate, perhaps work for the National Parks Service.

I haven't got much interest in fashion, although we have 'Mall of America,' the biggest mall in Minnesota. We can reach the mall very easily. A **commuter train** runs every 15 minutes, buses also come from different directions. We can also drive to the mall. It's much faster than going there by train or by bus.

I don't like reading but I love drawing and painting.

How about you? Please drop me a line, Alia! Can't wait to hear from you!

Hannah



Text 2:
A letter from Saidah

Assalamu'alaikum Alia,

It was very interesting to read your letter about yourself and your hometown. I would really like to be your pen friend.

I'm a sixteen-year-old school student from Johor Bahru in Malaysia. Actually I **attend** an Islamic boarding school just outside the city but my family live in Kuala Lumpur. My eldest sister is a medical doctor. She will get married soon. My younger brother is an elementary school student in KL but he often writes to me via email.

My favorite subjects are social sciences. I like history very much; it helps me know more how different countries existed in the past. At school we are supposed to use English at all times, even when we are in the dormitory, so we have become quite fluent although sometimes we slip back into Malay, which is our **mother tongue.**

As for hobbies, **I'm really into** songs and music. My favorite singer is Yusuf Islam whose former name was Cat Steven. He's so cool! Another singer I like is Maher Zain with his religious songs. My favorite Malay singer is of course Siti Nurhaliza. I also like watching movies, especially comedies. The actor I like best is Tom Cruise.

I'm really into books. I like reading novels and short stories, mostly by Malay authors who you probably haven't heard of. I like some writers in English, like JK Rowling and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when I'm older, is to be a writer of science fiction books set in the **distant** future.

I'd really love to come to Indonesia some day. I heard that it has the largest number of Muslims of any country. A book that I've just read mentions that there are some **magnificent** places to visit, such as, Bali, Sulawesi, Papua and Borneo! What about you, do you want to visit my country? Wassalam, Saidah

Cheers,
Saidah

Task 2:
After reading the text, in the chart below, identify the main ideas of the paragraphs, and then write the most important details in your own words. Students identified as A, refer to Text 1; students identified as B, refer to Text 2.

Text 1

Paragraph	Main Idea	Details
1	Hannah introduces herself.	- Hannah knew Alia from Caroline. - Caroline told Hannah that Alia wanted to have pen pals from USA
2		
3		
4		
5		
6		

Text 2

Paragraph	Main Idea	Details
1	Saidah was happy to receive Alia's letter.	Saidah wants to be Alia's pen friend.
2		
3		
4		
5		
6		



Source: Dokumen Kemdikbud
Picture 1.4

Task 3:
Work in pairs. If you have read Text 1, refer to Questions II; if you have read Text 2, refer to Questions I. Read the questions for your partner to answer.

COMPREHENSION QUESTIONS I

Answer the following questions briefly.

1. How does Hannah contact Alia? Is there anybody introducing Hannah to Alia?
2. Does Hannah want to be Alia's friend?
3. Where does Hannah study?
4. Tell me about Hannah's family!
5. What are Hannah's hobbies?
6. Does she like animals? What animals does she have?
7. What do Hannah and her Hmong friends love to do?
8. What profession would she like to have after graduating from her school?
9. She isn't interested in fashion. Why?

COMPREHENSION QUESTIONS II

Answer the following questions briefly.

1. Does Saidah want to be Alia's friend?
2. Where is she from?
3. Where does Saidah study?
4. Tell me about Saidah's family!
5. What are Saidah's hobbies?
6. Does she have favorite singers? (If yes, who are they?)
7. Does she like reading books? Which authors does she like?
8. What profession would she like to have later?
9. Is she interested in visiting Indonesia? How does she know Indonesia?

E VOCABULARY EXERCISES

Complete the following sentences using the words in the box. Remember to use the correct forms of verbs.

E-pal	sound
half sister	(be) into
mother tongue	attend
distant	commuter train
run	magnificent

1. Samuel and Sholeh are experienced in preparing a wide range of menus, from simple dishes like boiled eggs and fried rice to the difficult ones like the delicious *rendang* and *rawon.* They_____ really _____ cooking.
2. Is it true that you went scuba diving in Bunaken National Marine Park in your holiday? Wow, it _____ really cool. I wish I could go there too.
3. What I love about ______ is that it takes us to our workplace and brings us home quickly because it does not get caught in traffic jam.
4. The government _____ a television station which offers many useful programs and shows few commercials.
5. The teacher and the students were talking about the _____ performance of GARUDA, the Indonesian national football team.
6. Rudi does not understand the local language. His _____ is Indonesian.
7. I am a senior high school student. Now, my childhood in kindergarten feels like a _____ memory. I remember only few classmates.
8. Nina and Ami are good friends at college. They used to _____ the same schools, from elementary to secondary.
9. An _____ is someone you make friends with by writing emails. He/She might live in another country, so you might never meet him/her.
10. Firda is now very happy to have a _____, a baby girl from her mother's second marriage.

F TEXT STRUCTURE

THINK-PAIR-SHARE

Task 1:
Individually, complete the following chart to find out the structure of the email or the letter above, depending on which text you have read.

Parts of the Letter/ Email	Purposes	Details
Opening	To start the communication	
Contents		
Closing		

Task 2:
Work in pairs (Students A and B) to discuss the text structure, and then share this with the class. Use the following prompts to help:

a. What details can you find in the opening?
b. What's the purpose of telling the contents?
c. What details can you find in the contents?
d. What's the purpose of writing the closing?
e. What details can you find in the closing?

G GRAMMAR REVIEW

Using *be* and *have*

Task 1:
Study the following pairs of sentences to identify the use of *be (am, is, are)* and *have (have, has).* Do you notice the differences?

Examples:

1. a. I *am* sixteen years old.
   b. I *have* an older sister and a younger brother.
2. a. Caroline *is* in the United States.
   b. She *has* many friends from Indonesia.
3. a. Nina and Ami *are* active students.
   b. They *have* many interesting hobbies.
4. a. I *am* a computer programmer.
   b. I *have* many certificates that show my knowledge and skills in computer programming.
5. a. John *is* a barista in a luxurious cafe.
   b. He *has* a lot of friends, who love the coffee he prepares.
6. a. We *are* amazed by the beautiful scenery.
   b. We *have* many interesting places to visit in this country.

After observing the above examples, do you know how to decide whether to use ***am/is/are*** or ***have/has***? Is it because the subjects are singular or plural? Do you also know when to use ***have/has*** instead of ***am/is/are***? Is it because the sentences have ***complements***? Is it because the sentences have ***objects***?

Task 2:
Complete the sentences with *be* or *have.* Remember to use the correct forms.

1. The class _____ very boring because the students ______ no activities.
2. Alia ________ a new pen pal from America. Alia ______ lucky because now she can practice writing in English.
3. Maher Zain ________ Saidah's favorite singer. He really ______ good voice.

4. My hobby __________ reading novels. I ____________ a collection of good novels.
5. Bali ________ magnificent scenery. In fact, it _______ one of the most wonderful islands in the world.
6. My younger sister and I __________ three cats. They ______ cute.
7. Our favorite subjects _______ Math and English. We _____ a great time when we do math and English exercises.
8. Caroline and Hannah ________ similar interests in fashion. They _______ crazy about the newest trends in fashion.
9. Bob ________ a gadget maniac. He always ________ the latest version of mobile phone, which is actually not necessary.
10. Sita _______ a dream of becoming one of the next female president of Indonesia. She _____ optimistic about her dream.
11. My pen friend and I _______ a plan to meet in person. We ______ anxious to see one another.
12. The internet __________ really useful for my life as a student. It _______ a lot of important information.

H SPEAKING

GUESSING GAMES: Who Am I?

You'll play a kind of guessing game **'Who Am I?'.** Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the word on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.

-Does it relate to a family relationship? -Am I female? -Am I a mother?	- Does it relate to a profession? - Do I work in a hospital? - Am I a medical doctor?	-Does it relate to a hobby? -Am I an outdoor activity? -Am I related to music?

brother, sister, father, mother, teacher, medical doctor, barista, engineer, footballer, author, computer programmer, police officer, musician, painting, reading, singing, hiking, going shopping, outdoor guide

INTRODUCTION GAME: Party Time

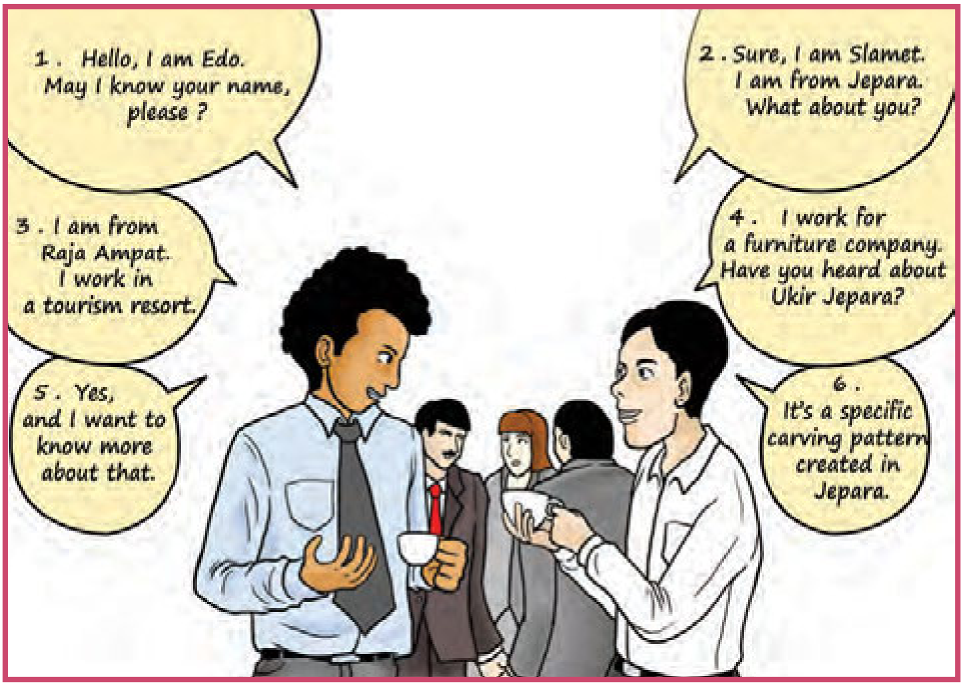
Look at the picture.

- What do you think they are doing?
- Where does it take place?
- Why do you think so?

Check your answer with your friends.



Source: http://www.spazioblendtower.it/spazio-blend-tower-sala-eventi/
Picture 1.5



Source: Dokumen Kemdikbud
Picture 1.6

Imagine that you're invited to that party. Think about a new identity that you have. Then, talk to the other guests and introduce yourself; tell about your family, your profession, and your hobbies. You may ask another guest with questions like:

May I know your name please?
Can you tell me what your profession is? Or,
What do you do?
What're your hobbies?
Do you like painting?
Do you like music?

Think of other questions. You may also introduce your friends to other guests. Introduce yourself or your friends to at least two people.

I WRITING

Responding to an email / a letter

Imagine that you're Alia. Write an email or a letter responding to the email or letter you've read and discussed. Use the following questions to guide you.

Guiding questions for the email/letter:

1. What do you write to start your response to an email/a letter?
2. What details do you write in your email/letter? (How old are you? Where do you attend senior high school? What are your hobbies? How many siblings do you have? Etc.)
3. What do you write to end your letter/email?

J REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. Have you been able to understand the letter/email and the talk about one self?
2. Do you know how to describe yourself?
3. Can you write or talk about yourself?

If your answer is ‘no’ to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to write or talk about yourself better.

"Accept responbility for your life. Know that it is you who will get you where you want to go, no one else."

Les Brown

Chapter 2

Complimenting and Showing Care



Source: Dokumen Kemdikbud

Picture 2.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 2, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi tentang pujian dan perhatian dengan guru dan teman.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi tentang pujian dan perhatian.
3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap *(extended)* serta responnya.
4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perhatian *(care)* serta responnya.
5 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap *(extended)*.
6 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian *(care)*.

A WARMER

Work individually to classify the following phrases into two kinds of situation: situation A, in which you may compliment people; and situation B, in which you may show your sympathy. Then, compare your work to your friend'. Explain the reason for the classification.

have stomachache, get a trophy, have a nice new hair cut, buy a cool hat, get cuts and bruises, lose money, get several new pimples, wear self-made shirt, receive scholarship, meet a longed-for best friend, ace the history test, burn the delicious chicken soup, hit by a *becak*, make up with a friend after having an argument, fail a test, winning a speech contest, be unable to sleep.

B VOCABULARY BUILDER

Write down the English words for the following Indonesian words. Compare your work to your classmate's.

s k _ _ _ *(noun)*	= rok
_ _ _ d e _ _ _ _ *(adjective)*	= bagus sekali
_ _ r r _ _ _ _ *(adjective)*	= hebat
_ _ _ _ i r _ *(verb)*	= menginspirasi
_ _ _ u d *(adjective)*	= bangga
_ _ c e _ _ _ *(verb)*	= menerima
_ _ _ _ es *(noun)*	= salam/doa
_ _ _ _ _ n g *(adjective)*	= penyembuh
_ _ o u _ _ _ *(noun)*	= pikiran/angan/harapan
_ _ le *(adjective)*	= pucat
_ _ _ r e _ _ _ _ _ *(verb)*	= menghargai
_ _ d y *(verb)*	= merapikan
_ _ _ f f *(verb)*	= membuat empuk/lembut
_ _ _ _ _ g h _ _ _ *(verb)*	= menarik/merapikan

C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

skirt	: /skɜːrt /
wonderful	: / 'wʌndəf ə l /
terrific	: / tə'rɪfɪk /
inspire	: / ɪn'spaɪə /
proud	: / praʊd /
receive	: / rɪ'siːv /
wishes	: / wɪʃ /
healing	: / 'hiːlɪŋ /
thought	: / θɔːt /
pale	: / peɪl /
appreciate	: / ə'priːʃieɪt /
tidy	: / 'taɪdi /
fluff	: / flʌf /
straighten	: / 'streɪtn /
sheet	: / ʃiːt /

D DIALOG: COMPLIMENTING

Task 1:
Read the dialog carefully.

Rahmi	: Hello. How are things going on, Sinta ?
Sinta	: Hi. Good, and you?
Rahmi	: I'm feeling great today. How was your weekend with your family in Batu?
Sinta	: Excellent! We had a lovely time there. You should have gone there with us.
Rahmi	: Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.
Sinta	: Thanks a lot. My sister bought it for me last month.
Rahmi	: Wow! That's wonderful.
Sinta	: Oh, Rahmi, can I ask you something?
Rahmi	: Oh, sure. Please.
Sinta	: Have you finished writing the book we discussed two months ago?

Rahmi	: Yes. Come to my room. Look at this. What do you think?
Sinta	: Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.
Rahmi	: Thanks a lot. You've inspired me to do this.
Sinta	: Your publisher should send it to all bookstores here.
Rahmi	: Yes, you're right. The publisher will do it for me.
Sinta	: Well, that's great. I am proud of you, Rahmi. By the way, I've got to go now. Have a nice day!
Rahmi	: You, too.



Source: Dokumen Kemdikbud
Picture 2.2

Task 2:
Read the sentences. Are they true or false based on the dialog above?

1. Three people are involved in the conversation. T/F
2. The conversation takes place in an office. T/F
3. Rahmi is Sinta's sister. T/F
4. Rahmi went to Batu with her family. T/F
5. Rahmi gives a compliment to Sinta's clothing. T/F
6. Sinta wrote the excellent book. T/F
7. Sinta compliments Rahmi's book. T/F
8. Rahmi does not like Sinta's compliment. T/F

Notes:

COMPLIMENTING

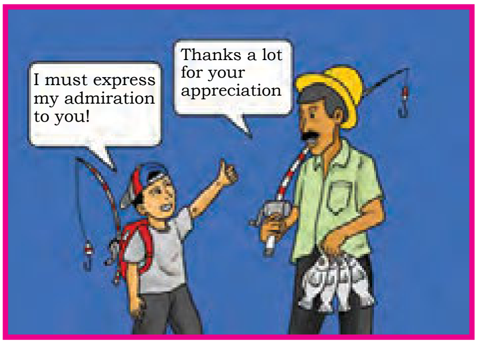
Compliment is an expression to appreciate or praise other people. Compliment is useful to give encouragement so that people will keep on doing their best and even improve their performance.

When to express compliment :
- On general occasion,
- When someone has done his/her best,
- When you visit someone's house for the first time,
- If you notice something new about someone's appearance.

Can you think of other situations when you need to compliment?



Source: Dokumen Kemdikbud
Picture 2.3



Source: Dokumen Kemdikbud
Picture 2.4



Source: Dokumen Kemdikbud
Picture 2.5



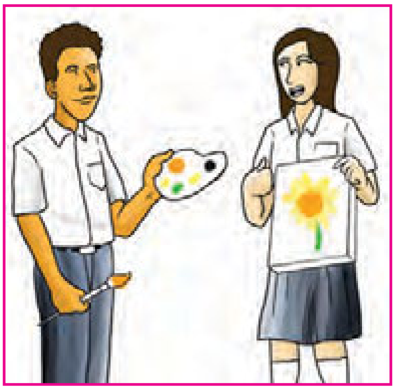
Source: Dokumen Kemdikbud
Picture 2.6



Source: Dokumen Kemdikbud
Picture 2.7

Task 3:
Pair work

Practice complimenting and responding to the compliments in pairs. One of you becomes A, and the other becomes B.



Source: Dokumen Kemdikbud
Picture 2.8

A1. B is working really hard. A compliments B. B responds to the compliment happily.
A2. B is showing a very nice drawing. A compliments B. B responds to the compliment.

B1. A is wearing a new pair of shoes. B compliments A. A responds to the compliment.
B2. A looks beautiful in her new skirt. B compliments A. A responds to the compliment.

E DIALOG: SHOWING CARE

Read the dialog carefully.

Today Imran is not feeling well. He is staying at home. He has just received a sympathy card through an email from his sister who lives far away in Singapore. The card says, “Sending you sunny smiles, warm wishes, and healing thoughts . . . Hope today finds you feeling much better!”

Many of his friends also come to his house.

Rama : You look so pale. I bring you some soup, fix you some tea and bake you some treats. Hope you recover soon.

Imran : Thanks a lot. What a lovely friend you are! I really appreciate that.

Rido : I’d also water your plants and tidy your room.

Imran : Thank you very much. I’m glad you do it for me.

Ramon : To help you feel better, I’d fluff up your pillow and straighten your sheets.

Imran : I am so grateful to you. You’re the best friends I have ever had.

Notes:

Showing Care/Sympathy

Sympathy expression is an expression or feeling of pity and sorrow when we know and see people are unlucky, have trouble, or are in bad condition. For example, our friend is sad because his/her grandfather is sick. We can entertain him/her by showing sympathy. By expressing sympathy, we want to show our concern or care for other people’s condition.

The purpose of expressing sympathy is to comfort people who have trouble or are in bad conditions. It is also aimed to let people know that we care for them. We can express sympathy directly to him/her orally by saying something supportive. In this way, we let our friend know that we know about his/her sadness and we let our friend know that we care and want to help him/her. If the person who is in trouble is far from us, we can send him/her a letter, postcard, short message service (sms), or email to show our care/ sympathy.

Look at the following three situations that we need to consider when expressing care.

Formal situation



Source: Dokumen Kemdikbud
Picture 2.9



Source: Dokumen Kemdikbud
Picture 2.10



Source: Dokumen Kemdikbud
Picture 2.11

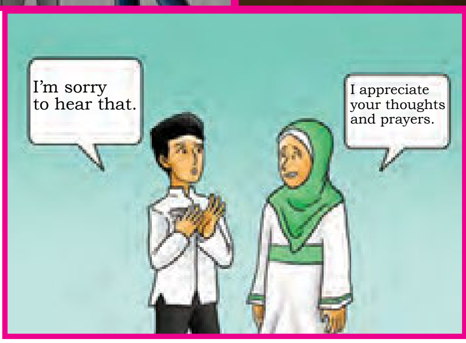
Neutral Situation



Source: Dokumen Kemdikbud
Picture 2.12



Source: Dokumen Kemdikbud
Picture 2.13



Source: Dokumen Kemdikbud
Picture 2.14

Informal Situation



Source: Dokumen Kemdikbud
Picture 2.15



Source: Dokumen Kemdikbud
Picture 2.16



Source: Dokumen Kemdikbud
Picture 2.17

F SPEAKING

Task 1:
Identify which numbers are compliments and which are expressions of care/sympathy.
Task 2:
Complete the spaces in the table with expressions of compliment/care and responses.

No	Compliments/Care	Responses
1.	You are such a nice boy.	______________
2.	You've helped me a lot during my difficult situation.	That's what friends are for.

3.	______________________ ______________________	Thank you. You remember my birthday when nobody does.
4.	I am sorry about your accident. I'll always be here if you need my help.	______________________ ______________________
5.	______________________	I love you, too, sweety.
6.	What a wonderful performance!	______________________
7.	I know you have tried your best. I am sure next time you will get a better score.	______________________ ______________________
8.	______________________	Thank you
9.	Good job! Well done.	______________________
10.	If you need anything, please just call me.	______________________

Task 3:
Let's play scissors, rock, and paper.

Work in pairs. Play scissors, rock, and paper. The winner chooses a situation from which he/she makes an expression of compliment or care. The partner responds to the expression. After that, do the scissors, rock, and paper again. Continue doing that with all the situations provided below.

Compliments	Care/sympathy
Situation 1 You see your friend with her new haircut.	**Situation 2** Your friend has just lost his jacket.
Situation 3 You sister can drive very well.	**Situation 4** Your brother is sick.

Situation 5 Your best friend handled the problem successfully.	**Situation 6** Your younger sister got a bad score.
Situation 7 You visit your friend's house for the first time.	**Situation 8** Your friend did not win the drawing competition.
Situation 9 You friend submitted her project on time.	**Situation 10** Your friend's father has just lost his company.
Situation 11 Your sister's team won a game.	**Situation 12** Your friend's grandmother has passed away.
Situation 13 Your brother has just bought a new, smart robot.	**Situation 14** Your friend has just got an accident.
Situation 15 Your friend has a new T-shirt.	**Situation 16** Your friend got his motorbike stolen.

Task 4:
Ball Throwing

- Your teacher will tell you how to do the activity.
- In turns, make a compliment or show sympathy and give a response to the expressions.



Source: Dokumen Kemdikbud
Picture 2.18

POINTS TO PONDER

1. Have you ever had an experience of visiting someone being hospitalized? Who was he/she? How did you feel? What did you say?
2. Have you ever given any compliments to someone? Who is he/she? Why did you compliment him/her? How did your friend feel when you complimented him/her? How did your compliment make him/her feel?

G WRITING

Task 1:
Write responses to the following sympathy cards. You may choose two among the four cards.

1.



Source: Dokumen Kemdikbud
Picture 2.19

Tony,
There are no words that can truly ease the pain of a sudden loss like this...
But if caring thoughts can help, they are with you there right now.

With Heartfelt Sympathy,
Ana

2.



Source: Dokumen Kemdikbud
Picture 2.20

Just wanted you to know, Budi...

I'm thinking of you
during this difficult time.

Bima

3.



Source: Dokumen Kemdikbud
Picture 2.21

Rina,
I have this feeling
there's one more star up in the sky tonight.
And even though it's far away, its
brightness and warmth still reach us here
to make the night a little less dark.

With My Deepest Sympathy,
Ria

4.



Source: Dokumen Kemdikbud
Picture 2.22

Reaching out to you
in sympathy and friendship
to let you know
how much I care.

Indah

Task 2:
Write a short letter for the following situations . The people in the situations below live far away from you. Choose 1 among the four situations.

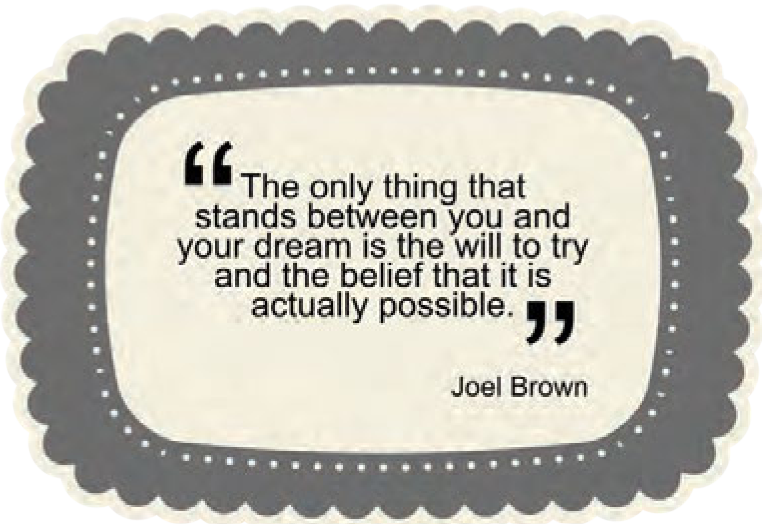
1. Your friend's father has just passed away.
2. Your friend from England has lost his pet.
3. Your sister failed to be admitted to a university.
4. Your uncle just got an accident.

H REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. Do you know how to compliment people, and when do you need to do that?
2. Do you also know how to express care or sympathy to people, and when do you need to do that?

If your answer is 'no' to one of these questions, read this chapter and do the activities again. Don't hesitate to see your teacher or more able classmates and discuss with them how to make you understand and be able to use the expression better.



Chapter 3

Expressing Intention



Source: Dokumen Kemdikbud
Picture 3.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 3, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi dengan guru dan teman untuk menyatakan dan menanyakan niat melakukan suatu tindakan.
2. Menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi tentang menyatakan dan menanyakan niat melakukan suatu tindakan.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu.
4 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu.

A WARMER

Look at the pictures below. Do you know these places? Why do you think people visit these places? What can they do there? Which one do you prefer to visit? Why? Discuss with your friends.



Source: http://tipsberwisatamurah.com/wp-content/uploads/2013/07/Wisata-Tereksotis-di-Bali-Pantai-Kuta.jpg

Picture 3.2

Beach



Source: http://www.ancol.com/upload/photo/2012/12/08/ed5547c2f9f5402566ecdbff78e846da.JPG

Picture 3.3

Amusement park



Source: http://gambar-rumah.com/attachments/jakarta-barat/269561d1354773609-sewa-harian-condominium-mal-taman-anggrek-2br-ff-lux-6893829009_b1fa6ddb67_b.jpg

Picture 3.4

Mall



Source: http://wildan220688.files.wordpress.com/2012/10/01-gunung-semeru.jpg

Picture 3.5

Mountain

B VOCABULARY BUILDER

A to Z

Look at the pictures in the warmer section again. Make a list of any words (nouns or verbs) that are related to the pictures. The words that you find should start with letters A to Z.

A: ____________	**N:** ____________
B: ____________	**O:** ____________
C: ____________	**P:** ____________
D: ____________	**Q:** ____________
E: ____________	**R:** ____________
F: **F**erris wheel (big wheel)	**S:** ____________
G: ____________	**T:** ____________
H: ____________	**U:** ____________
I: ____________	**V:** ____________
J: ____________	**W:** ____________
K: ____________	**X:** ____________
L: ____________	**Y:** ____________
M: ____________	**Z:** ____________

C DIALOG: EXPRESSING INTENTION

Task 1:
Read the following conversation. Take turns with your friends doing the roles.

HOLIDAY PLANS

A long weekend is coming. Riri, Santi, and Bayu are talking about their plans.

Riri : It will be a long weekend soon. Do you have any plans?

Santi : Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.

Bayu : Stay at home? Well, you could do something more interesting!

Santi : So, what about you Bayu? Do you have any plans?

Bayu : Definitely! My dad and I are going to go fishing.

Santi : Fishing? It sounds boring too! Are you going to go fishing in the river near your house?

Bayu : No. We plan to go fishing in a lake near my uncle's house. Would you like to come with us?

Santi : Fishing? I don't really like fishing. I would rather stay at home than go fishing.

Bayu : What about you, Riri? What would you like to do on the long weekend?

Riri : I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.

Santi : That sounds like a very good plan!

Bayu : Are you going to bake choco chips cookies like the last time?

Riri : Well, yes. That is my favorite. But we will also try to make ginger cookies.

Santi : Oh, how I envy you. My mother is going to accompany my little brother to attend a drawing competition. I don't think I can ask her to teach me baking cookies.

Bayu : Ha ha, I guess you should enjoy staying at home alone.

Riri : Oh, would you like to join me to learn baking cookies? You can come to my house.

Bayu : It's a good idea! Or will you go fishing with me and my dad?

Santi : Uhm, not fishing I guess. But I think I would like to bake cookies with Riri. Thanks for asking me to join you Riri.

Riri : No problem. I will call you on Friday to let you know the time when we can start.

Santi : Thanks a lot. I will be waiting for your call.

Bayu : Have a nice long weekend everyone.

Riri, Santi : You too.

Task 2:
Later, Riri, Bayu, and Santi talk again about the plan. This time they want to do something together. Continue the conversation based on the given hint.

Riri : Let's do something together this long weekend.
Santi : It's a great idea! What about ______________________________?
Bayu : Or we could ______________________________?
Riri : ______________________________
Santi : ______________________________
Bayu : ______________________________
Riri : We will ______________________________
Santi : ______________________________
Bayu : I would rather ______________________________
Riri : ______________________________
Santi : ______________________________
Bayu : ______________________________
Riri : ______________________________
Santi : So, we are going to ______________________________
Bayu : ______________________________

Task 3:
What do you need to consider before visiting a place? Destination? Budget? Safety? Usefulness? Time? Discuss with your friends.

D VOCABULARY EXERCISES

Use the words you have listed in section B to make sentences. You may use more than one word in a sentence.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

5. ____

6. ____

7. ____

8. ____

9. ____

10. ____

E GRAMMAR REVIEW

Using *I WOULD LIKE TO, I WILL, I AM GOING TO* and *WOULD RATHER*

Task 1:
Look at the excerpt from the text below. Study the sentences by paying attention to the words in the bold-typed expressions.

Santi : So, what about you, Bayu? Do you have any plans?

Bayu : Definitely! **My dad and I are going to go fishing.** We plan to go fishing in a lake near my uncle's house. Would you like to come with us?

Santi : I don't really like fishing. **I would rather** stay at home than go fishing. What about you, Riri? **What would you like to do** on the long weekend?

Riri : I have made a plan with my mother about what to do on this long weekend. **We are going to practice baking cookies.**

Bayu : **Are you going to bake choco chips cookies** like the last time?

Riri : Well, yes. That is my favourite. But **we will also try to make ginger cookies.**

Riri : Oh, **would you like to join me to learn baking cookies?** You can come to my house.

Bayu : It's a good idea! Or **will you go fishing** with me and my dad?

Santi : Uhm, not fishing I guess. But I think **I would like to bake cookies** with Riri. Thanks for asking me to join you Riri.

Task 2:
Read again the dialogue above. Identify the bold-typed expressions and fill in the table below with the question and statement forms of the expressions.

See the example.	Question form	Statement form
I would like...		I would like to bake cookies.
I will ...		
I am going to ...		
I would rather ...		

F SPEAKING

Task 1:
Make up a short dialogue for the following situations.

1. **You plan to do the Biology project at the library after school. You ask your best friend to do it together with you.**

____

____

____

____

____

____

____

____

2. **You plan to go to the movie this weekend. You ask several friends to go with you. Two of your friends definitely agree with you, but two others cannot make up their minds.**

____

____

____

____

____

____

____

____

3. **School holiday is coming soon. You have a plan to go to your grandma's house in the country. You want to find out what your friend is planning.**

____

____

____

____

____

____

____

____

4. **It will be the school's anniversary next month. You and your friends are discussing the plan for the class performance. One of them seems to disagree with the idea because he thinks that it will need a lot of money.**

____
____
____
____
____
____
____
____

5. **A friend is absent because she is sick. You plan with your friends to visit her this afternoon. However, one of them makes an excuse for not going.**

____
____
____
____
____
____
____
____

Task 2:
Act out one of the dialog for the class.

Task 3:
Speech

1. First, imagine that you are a candidate for head of the student's organization.
2. You are preparing a campaign for your promotion to be head of the student's organization.
3. Make an outline of the plan that you will do if you are selected as president or head of student's organization.

   For example: *If I am selected as the head of the student's organization, I will support sport competition in our school. We are going to have more regular practice of sports like soccer and badminton so that we can win in competitions. I would also like to .... etc.*
4. Present your speech in front of the class.

G WRITING

Write a paragraph about your holiday plan. Use *I would like to ..., I will .... I am going to.....*and *would rather ....* in your paragraph. You can use the questions to guide you:

Holiday plan
- Where would you like to go on holiday? Would you like to go somewhere interesting or stay at home?
- What are you going to do during holiday? Do you have any special interest?

H REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. Are you able to identify the forms and uses of *I would like to, I will, I am going to* and *would rather?*
2. Can you make statements or questions using *I would like to, I will, I am going to* and *would rather?*

If you answer 'no' to one of those questions, see your teacher and discuss with him/her on how to make you able to express your intention in spoken and written forms.

I FURTHER ACTIVITIES

Have a casual chat with your friend. Tell him/her the activities you plan to do after school.

> "The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle."
>
> Steve Job

Chapter 4

Congratulating Others



Source: Dokumen Kemdikbud
Picture 4.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 4, siswa diharapkan mampu:
1. Menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi dengan guru dan teman untuk memberi ucapan selamat bersayap *(extended).*
2. Menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi tentang memberi ucapan selamat bersayap *(extended).*
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap *(extended).*
4. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap *(extended).*

A WARMER: DESCRIBING AND GUESSING

Your teacher will tell you how to play this game. You have to guess what words that your teacher has described.

For example:

'A person who serves passengers in a flight.' He/She is a 'flight attendant.'

After you know how to play the game, your teacher will divide the class into two groups to play the game. The group who can guess more words will be the winner.

B VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work to your classmate's.

settle *(verb)*	berhak/layak
debts *(noun)*	kekacauan
hired servant *(noun)*	anak manja
inherit *(verb)*	melunasi
chase *(verb)*	mengejar
spoiled brat *(noun)*	pembantu yang digaji
scolding *(noun)*	sindiran tajam
betrayed *(verb)*	mewarisi
mess *(noun)*	hutang
deserve *(verb)*	dengan senang hati
contentedly *(adverb)*	dikhianati

C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

settle	: / 'setl /
debts	: / dets /
hired servant	: / haɪəd 'sɜːrv ə nt /
chase	: / tʃeɪs /
spoiled brat	: / spɔɪld bræt /
scold	: / skoʊld /
chaotic	: / keɪ'ɒtɪk /
betray	: / bɪ'treɪ /
deserve	: / dɪ'zɜːv /
contentedly	: / kən'tentədli /
congratulate	: / kən'grætʃəleɪt /

D READING

Task 1:
Read the text carefully.

CONGRATULATIONS!

Nura arrives in a big city to help her parents settle their debts. She moves into Juna's house as a hired servant. In the house, Juna is a rich and proud young man who inherits his father's business. He is lazy and goes to campus just to meet friends and chase pretty girls who love his wealth.

In his chaotic life, Juna is betrayed by his own cousin and uncle leading to his downfall. Juna's life is in a real mess. However, Nura helps him gain his confidence and reorganize his life. Nura begins to teach the rich spoiled brat some manners through her down to earth scolding and no-nonsense attitude. The girl helps him pick up the pieces in his life, from defeat to success. Finally, after a long struggle and hard work, he can regain his life. He is now in the position of the director of the company that he inherits from his father.

Many of his friends congratulate him. Johny, his best friend, says, "Congratulations! You deserved it, man."

“Thank you very much. This is because you’re always with me,” Juna responds cheerfully.

“I’m very happy for you, Juna. Your company is now back to you,” another friend says.

Juna replies with a happy tone, “Thank you. I cannot forget your help to me.“

Others shake his hand and say, “That’s wonderful, Juna,”

“Good for you!” “Good luck,”

“Best of Luck!”

“Well done,”

“Fantastic job!”

“You must be very proud of your achievement.”

He responds to them joyfully, “Oh, thanks,” “Thank you very much for saying so.” “Oh, I have a lot to learn, yet,” “I am glad you think so.”

His staff also congratulate him, “I’d like to congratulate you on your accomplishment, Sir!”

“Please accept my warmest congratulation,”

“I must congratulate you on your success in returning the company back to your family,”

Again, he answers those expressions contentedly, “It’s very good of you to say so,” “How nice of you to say that,”

“Thank you very much for saying so.”

Nura observes this event from the backdoor. She cries happily for her master who has changed into a mature, stable young man.

Task 2:
Answer the following questions:

1. Who is Nura?
2. Who is Juna?
3. What’s Juna’s negative characteristics?
4. How does Nura teach Juna?
5. What leads Juna’s life to his downfall?
6. What does Nura do to return the wealth of Juna’s family?
7. Who first congratulates Juna when he regains success?
8. How do they congratulate Juna? What expressions are used?
9. What expressions are used by Juna’s staff to congratulate him?
10. How does Nura feel about Juna’s achievement?

Task 3:
Complete the following table with the expressions of congratulations and the responses you find in the preceding reading text. The first row is done for you.

Congratulating Expressions	Responses
Congratulations! You deserved it, man.	Thank you very much. This is because you're always with me.

In congratulating, people may make more than one move, for example, "Congratulations! You deserved it, man." Similarly, in responding to congratulating expressions, people do not only make one move, like, "Thank you very much." Usually they also say something else, such as, "This is because you're always with me."

Those expressions are called as *extended congratulations/ responses* to congratulations (pujian bersayap).

E VOCABULARY EXERCISES

Task 1:
Complete the blanks in the following dialogs using the words in the box. If needed, you may change the parts of speech. As an example see number 1. The answer for number 1 is *wonderful.*

good luck	what's new
it's good	thanks a lot
wonderful	popular business
congratulations!	I'm glad you think
new hair cut	mentioning



Source: Dokumen Kemdikbud
Picture 4.2

1. **Dina** : Hi, Yuni. What's your daughter doing these days?
Yuni : Oh, she's in college. In fact, she plans to graduate this June.
Dina : That's__________________! (1)
You must be very proud of her.



Source: Dokumen Kemdikbud
Picture 4.3

2. **Fuad** : Hi Abdel. __________________? (2)
Abdel : Oh, I'm going to take the driving test tomorrow.
Fuad : That's great, Abdel________! (3)



Source: Dokumen Kemdikbud
Picture 4.4

3. **Tuti** : How is your business, Ria?
   Ria : ________ (4) I've sold 100 items these two days.
   Tuti : Congratulations! That's a __________________ (5) right now.
   Ria : ____________________ (6).



Source: Dokumen Kemdikbud
Picture 4.5

4. **Rudi** : You look gorgeous in this wedding dress! __________ (7).
   Ian : Thank you very much, ______________________ (8) so.



Source: Dokumen Kemdikbud
Picture 4.6

5. **Ihsan** : You look so cute in the _____________________ (9)
   Ali : Oh, thanks for _________ (10) that. By the way, congratulations for winning the 1st prize of the writing competition last week.
   Ihsan : How nice of you to say that.

Task 2:
Complete the following conversations with your own words.

Conversation 1

Rani : Hi Anisa.
Anisa : Hi, you look great in that pink head scarf. What a nice scarf!
Rani : _________________ (1) to say that.
Anisa : I've never seen you in that hat. Where did you buy it?
Rani : My mom bought it for me when she went to the market.
Anisa : I see.
Rani : Look. The teacher is coming!
Anisa : Pak Sultoni.

Mr. Sultoni : Hi, how are you?
Rani : We're good. Thanks.
Anisa : Excellent.
Rani : ________________ (2) hair cut, Pak Sultoni.
Anisa : Yes, you're looking good with your hair style.
Mr. Sultoni : Thanks a lot. Rani, I heard you won the Math Olympiad. Is it true?
Rani : Yes, I won the second prize last week.
Anisa : _______________ (3)
Mr. Sultoni : ___________ (4) to hear that.
Rani : Thank you very much for saying so.

Conversation 2
Rudi : Hi Ben. How are you?
Ben : Hi, you look great in that black jacket.
Rudi : ______________________ (1) saying so.
Ben : I've never seen you in that outfit. Is it new?
Rudi : My sister bought it for me when she went to Singapore.
Ben : Oh, I see.
Rudi : Look. What a nice new hair style! Who did your haircut? I like it a lot.
Ben : ____________________ (2) think so. My brother did it. I can ask him to do yours if you want to.
Rudi : Yes, please. Look! Andi is coming.
Ben : Hi Andi, I heard you won the Speech Contest last month. Congratulations! ________________ (3)
Rudi : Fantastic! It's a great job, bro!
Andi : Oh, thanks. It's ___________________ (4) actually.

Please note that at the end of the word 'congratulation' there must be an 's' attached to it. So, never say 'congratulation' without an 's'. You must say, "Congratulations."

F SPEAKING

Let's play scissors, rock, and paper.

Work in pairs. Play scissors, rock, and paper. The winner chooses for himself/herself a situation. The partner makes an expression of congratulations. For example, the winner chooses situation 5. He/She says, "I just bought a

new bag." The partner says, "Congratulations. Your new bag is gorgeous." Then develop a conversation based on that. After that, start all over again by doing the scissors, rock, and paper again, and so forth. Continue doing that with all the situations provided in the table below.

1. haircut	2. jacket	3. speech contest
4. got driver's licence	5. new bag	6. math Olympiad
7. best student	8. writing competition	9. new baby
10. new house	11. graduation	12. getting married
13. new job	14. successful business	15. new book
16. talented singer	17. best model	18. drawing competition
19. create new robots	20. best writer	21. best teacher

G WRITING

Write down the inside parts of the congratulation cards based on the cover. Two cards have been done for you as examples. Write at least two sentences.



Source: Dokumen Kemdikbud
Picture 4.7

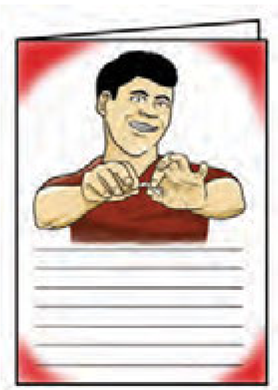
Tomy has just been promoted to be the branch manager of Jepara Ukir Company in London.

Dear Tomy,
Congratulations on your Promotion.
Sharing in your happiness today…
and wishing you a wonderful future..
filled with dreams coming true.
Zettira



Source: Dokumen Kemdikbud
Picture 4.8

Your sister has graduated from a culinary arts program in Padang, West Sumatra. She wants to be the best chef and plans to open her own restaurant.



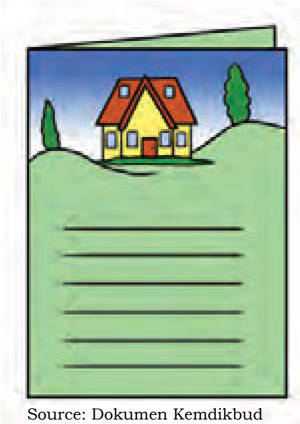
Source: Dokumen Kemdikbud
Picture 4.9

Your friend has successfully quitted his smoking habit. He feels healthier and more energetic now. He is also happy because now he can save money that he used to spend on cigarettes.



Source: Dokumen Kemdikbud
Picture 4.10

Your niece has got a sugar glider from her parents. They are happy because she has been brave enough to donate her blood to PMI (the Indonesia Red Cross).



Source: Dokumen Kemdikbud
Picture 4.11

Your uncle and aunt have moved to their new house. The house has a large garden so that they can enjoy gardening on weekends.



Source: Dokumen Kemdikbud
Picture 4.12

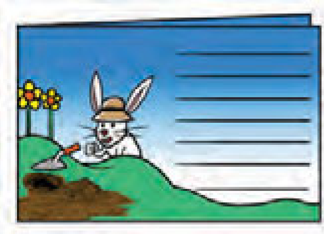
Your immediate neighbor, who has been married for 10 years, has got a cute baby girl.



Source: Dokumen Kemdikbud
Picture 4.13

Your aunt has got married to a man she loves. They met when they were involved in medical corps deployed for a peace mission in a conflict area in Middle East.

Rina and Rudi,
So many paths to choose from -- yet a moment here, a different turn there, and you may never have met to experience a love so right! Isn't it amazing the way life works?
Wishing You Both a Beautiful Life Together
Lia & Tomy



Source: Dokumen Kemdikbud
Picture 4.14

Your friend has got an opportunity to be an interpreter in an international conference on inter religion dialogue to create and preserve peace and harmony.

H REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. What have you learned from this chapter?
2. Have you been able to do all the exercises here?
3. What is your plan to improve your ability in congratulating others?

Chapter 5

Describing People



Source: Dokumen Kemdikbud
Picture 5.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 5, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang orang.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang.
4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang.
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang.

A WARMER

Look at the pictures below! What can you tell about these people? What do they look like? Discuss with your friends!



Source: http://arnellis.files.wordpress.com/2011/12/100_1796.jpg
Picture 5.2



Source: http://purwosudiro.files.wordpress.com/2009/02/img_3962.jpg
Picture 5.3



Source: http://vhynaulia.files.wordpress.com/2008/08/dsc_4489.jpg
Picture 5.4



Source: http://dutadamai.files.wordpress.com/2011/02/dsc_1311.jpg
Picture 5.5

B VOCABULARY BUILDER

Task 1:
Look at the words in the box. Do you know the meaning? Check your dictionary.

tall	eyebrow	pointed nose	friendly
short	blonde hair	smart	skinny
calm	shy	plump	chubby
round face	kind	helpful	stubborn

Task 2:
Now, find other adjectives that describe people's physical appearance and/or personality.

____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

Task 3:
Then, put the words into the correct group in the table.

Facial features	Physical appearance	Personality
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

C PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

tall	: / tɔːl /
short	: / ʃɔːrt /
calm	: / kɑːlm /
round face	: / raʊnd feɪs /
eyebrow	: / 'aɪbraʊ /
blonde	: / blɒnd /
shy	: / ʃaɪ /
kind	: / kaɪnd /

pointed nose	: / ˈpɔɪntəd noʊz /
smart	: / smaːrt /
plump	: / plʌmp /
helpful	: / ˈhelpf ə l /
friendly	: / ˈfrendli /
skinny	: / ˈskɪni /
chubby	: / ˈtʃʌbi /
stubborn	: / ˈstʌbərn /

D READING

Read the following text, and then answer the following questions.

MY BEST FRIEND

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we've been friends ever since.

Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

COMPREHENSION QUESTIONS

1. Who is being described in the text?
2. How long have the writer and Dinda been friends?
3. What does Dinda look like?
4. What are her favourite clothes?
5. What kind of t-shirts does she like?
6. Describe Dinda's personality briefly.
7. Why do many friends enjoy Dinda's company?
8. What is Dinda's bad habit?
9. What is Dinda's hobby?
10. How does the writer feel about Dinda?

E VOCABULARY EXERCISE

Look at the puzzle below. Find 16 words related to how to describe a person and write in the space provided. When you finish, use the words in sentences.

H	A	N	D	S	O	M	E	F	B	O	S	S	Y
C	F	G	H	J	E	R	T	Y	U	L	O	P	S
T	C	Y	E	T	K	C	R	E	A	T	I	V	E
A	R	U	A	A	A	H	P	N	Q	U	I	E	T
L	U	H	S	M	D	E	I	T	G	C	A	U	V
L	A	Z	Y	R	I	E	R	U	E	H	Z	L	F
F	T	J	G	I	L	R	I	S	K	I	N	N	Y
R	E	U	O	Y	I	F	O	E	D	L	C	Z	E
I	K	S	I	A	G	U	K	F	T	D	E	O	W
E	M	N	N	N	E	L	R	H	N	I	F	U	S
N	B	I	G	E	N	E	R	O	U	S	H	R	M
D	B	E	A	U	T	I	F	U	L	H	Y	U	A
L	K	A	D	A	L	W	E	R	T	K	O	L	R
Y	U	T	A	L	K	A	T	I	V	E	R	U	T

List the words below.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________

F TEXT STRUCTURE

Task 1:
Answer the questions below about the text.

1. Who is being described in the text?

   ____

2. What points are used by the writer to describe the person?

   a. ____

   b. ____

   c. ____

3. What is the writer's opinion about the person being described?

   ____

Task 2:
Discuss with a partner and fill in the table with suitable information from the text.

Part of text	Purpose	Details from the text
Identification part		
Description part		

Task 3:
Compare your work with other pairs. Share the result with the class.

G GRAMMAR REVIEW

USING ADJECTIVES

Task 1:
In the previous units, you have learned how to use adjectives in sentences. Now, observe the adjectives in the reading text excerpt below.

Dinda is good-looking. She's not too tall. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company.

Task 2:
Put the sentences in the pattern table below.

Model:

Dinda	is	good-looking
S	**be**	**Adjective**

1.

S	**be**	**Adjective**

2.

S	**be**	**Adjective**

3.

S	**be**	**Adjective**

4.

S	**be**	**Adjective**

Task 3:
Look at the adjectives in the reading text and vocabulary exercise of this unit. Use the adjectives to make up sentences on your own.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

7. ____

8. ____

9. ____

10. ____

H SPEAKING

Task 1:
Who are in the picture?



Source: http://icsf.files.wordpress.com/2009/11/pb210013.jpg
Picture 5.6

1. Look at the picture. Think of one person in the picture and give a name to that particular picture.
2. For example, you name that person Dina.
3. Describe Dina to your friends, for example: *She has long hair. She is sitting on the chair on the right side.*
4. Your friend will point to the picture that you refer to. Check if your friend point to the correct picture.
5. Take turns with your friends and do the same.
6. You can also take any photograph from any source such as magazine, internet, brochures or newspaper and do the same thing.

POINTS TO PONDER

Suppose we all looked alike. Would it be better? Why do you think we are created differently? Discuss the answers to the questions with your classmates.

I WRITING

Prepare a photograph. It can be a personal photograph or a family photograph. Write a letter or email to a friend and describe the people in the picture.

____

____

____

____

____

J FURTHER ACTIVITIES

Task 1:
Look at the picture below. Can you describe it?



Source: Dokumen Kemdikbud
Picture 5.7

Task 2:
Your friend is going to describe an imaginary friend that he/she has met from outer space. Draw a sketch based on his/her description in the box below. Show the picture to your friend and check if your picture matches his/her description.

Task 3:
Share the result with the class.

K REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. Can you identify the information in the descriptive text?
2. Do you know the type of language structure that you can use to describe a person?
3. Can you describe a person following the structure of a descriptive text?

If your answer is 'no' to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to tell or write about a person's description better.

"Life is either a daring adventure or nothing."

Hellen Keller

Chapter 6

Visiting Ecotourism Destination



Source: Dokumen Kemdikbud
Picture 6.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 6, siswa diharapkan mampu:
1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang tempat wisata.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat wisata.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata.
4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang tempat wisata.
5. Menyunting teks deskriptif tulis tentang tempat wisata.
6. Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata.

A WARMER: ODD MEN OUT

Below are lists of words related to tourist destinations. Let's play *odd man out* game. Play this game in groups of four. Find the word that does not belong to the same category as the other words in the same group. That word is the odd word (the odd man). Cross out or circle the word and explain your reason. Look at the example. Compete with other groups to finish this game.

outdoor   camping ground   ~~air conditioner~~   sleeping bag

1 wave trees sandy breeze	2 savannah botanical garden wood jungle	3 canopy leafy green blue
4 cool hot cold fresh	5 coral clear sofa fish	6 dirty nice clean comfortable
7 ship boat raft canoe	8 fall down rock splash waterfall	9 valley amusement park hot spring crater
11 sunny wet warm hot	12 terrible amazing awesome marvelous	13 impressive interesting boring unforgettable

B VOCABULARY BUILDER

Read the text about Tanjung Puting National Park. After you read it, scan the text quickly to find the English equivalents for the Indonesian words below. You are given the dashes and some letters of the English words as the clues. Each dash represents a letter. After you find the words, compare your answer to your friends.

_ _ _t_ _ _ _ _ _ *(noun)*	ekoturisme
_ _ _tin_ _ _ _ _ *(noun)*	tujuan
_ _ _ _ _ _ _la *(noun)*	tanjung
un_ _ _ _ *(adjective)*	tidak seperti
s _ _ _ _ *(noun)*	hidung (binatang)
_ _ _ _mo_ _ *(adjective)*	sangat besar
es_ _ _ _ _ _ _ *(verb)*	mendirikan
h_ _ _ _ *(noun)*	pusat/inti
_ _ _ _ _ss_ _ _ *(adjective)*	mengesankan
ex-_ _ _ _ _ _ _ *(adjective)*	bekas tangkapan
_ _ _ _ _ _ _ _tion *(noun)*	pelestarian
_ _ _z_ _ _ *(adjective)*	mengagumkan

C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

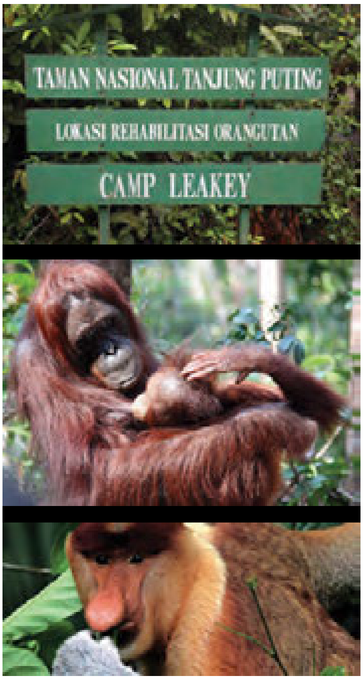
destination	: /ˌdestɪˈneɪʃ ə n /
peninsula	: / pɪˈnɪnsjələ /
unlike	: / ʌnˈlaɪk /
snout	: / snaʊt /
enormous	: / ɪˈnɔːməs /
establish	: / ɪˈstæblɪʃ /
heart	: / hɑːrt /
impressive	: / ɪmˈpresɪv /
ex-captive	: / eks ˈkæptɪv /
preservation	: / ˌprezəˈveɪʃ ə n /
amazing	: / əˈmeɪzɪŋ /

D READING

Task 1:
Now, read the text carefully. What do you think about the place described below?

TANJUNG PUTING NATIONAL PARK

One of the internationally famous *ecotourism destinations* in Indonesia is Tanjung Puting National Park in the southwest of Central Kalimantan peninsula. Tanjung Puting National Park offers *impressive* experience to its visitors. This is called a park, but *unlike* any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most incredible animals in the world: orang utans and proboscis monkeys! The male proboscis monkeys are interesting because they have *enormous* snout. So, imagine yourself to be in the jungle and meet these special animals in their original habitat. What will you do when you meet them?



Source: http://orangutanexplore.com
Picture 6.2

To see orang utans we should go to Camp Leakey. Camp Leaky is located in the *heart* of Tanjung Puting National Park. This is a rehabilitation place for *ex-captive* orang utans and also a *preservation* site. This camp was established by Birute Galdikas, an important scientist who has studied orang utans since 1971.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called *perahu klotok* which is a *boathouse* that can accommodate four people. The trip by the boat to Camp Leaky takes three days and two nights.

The traveling in the boat offers another *unforgettable* experience. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle. In daylight, on your way to Camp Leaky, you can see trees filled with proboscis monkeys. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

Text sources: 1. www.lonelyplanet.com, 2. www.Indonesian.travel.com, 3. www. Exploguide.com

Task 2:
Comprehension Questions

Answer the following questions briefly.

1. Based on the text, can you guess what ecotourism is?
2. As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists?
3. How is the park different from the parks in the cities?
4. How is Camp Leaky related to Tanjung Puting National Park?
5. How can people reach Camp Leaky?
6. What does the word *ex-captive* tell you about the orang utans in Camp Leaky?
7. What is special about the means of transportation to Camp Leaky?
8. How interesting or uninteresting is the journey on the way to Camp Leaky? Why do you think so?
9. How interested are you in visiting Tanjung Puting National Park? What makes you interested (or not interested) in the park.
10. Give some examples of other ecotourism destinations that you know.

POINTS TO PONDER

Tourists probably bring food and snacks in paper or plastic packages when they visit a tourist destination. What should they do with the wastes? If you were also a tourist, what would you do?

Task 3:
After reading the text, in the chart below, identify the main ideas of the paragraphs, and then summarize the most important details in your own words. Work individually first, then compare your answer to that of your classmate sitting next to you.

Paragraph	Main Idea	Details
Paragraph 1	Tanjung Puting National Park offers *impressive* experience to its visitors.	- a jungle which is the habitat of orang utans and proboscis monkeys
Paragraph 2		
Paragraph 3		
Paragraph 4		

E VOCABULARY EXERCISES

Complete the following sentences using the words in the box.

preservation	impressive	destination
unlike	enormous	establish
ex-captive	peninsula	snout
amazing	center	

1. Although Butet has never taken any private English course, she could speak English very fluently with a foreigner who visited my school yesterday. Everybody at my school admires Butet's ____________ English.

2. ____________ her sister who likes outdoor activities, Ni Luh likes to stay at home reading her favorite books.
3. Bali has been the most popular tourist __________ for years, but Indonesia has many other beautiful places to offer to international visitors.
4. The local government needs to ____________ an information center to attract more tourists to visit Indonesia.
5. The _____________ dancers are dancing energetically to show some of the beautiful cultures of Indonesia.
6. In the morning, thousands of people go to the same direction to the ___________ of the city to work and that creates a long traffic jam every day.
7. When people hear the words Tanjung Kodok, they may associate the name with a _______________ like Tanjung Puting National Park.
8. ______________ orang utans may not be afraid of meeting with humans because they used to live with them as illegal pets.
9. I always appreciate the strength ants have because although they are very small they can carry ________ load of food.
10. Their unusually large _______ differentiates proboscis monkeys from other monkeys.
11. We may not keep endangered animals that are protected by the law as our pet. If we have one, we should send it to _____________ site where it can live in a more natural habitat.

F GRAMMAR REVIEW

Nouns and Adjectives

As you know, noun is a thing, a place, or a person, an animal, while adjective is a word that describes a noun. An adjective that describes a noun is called a modifier. A noun that goes with a modifier is called a noun phrase. Observe where the position of the modifier is.

For example:

adjectives	nouns	noun phrases
beautiful	bird	beautiful bird
unique	monkey	unique monkey
enormous	nose	enormous nose
pristine	jungle	pristine jungle

Task 1:
Study the following sentences. Identify the noun phrase by circling the adjectives and underlining the noun. Draw an arrow to show how the adjectives modify the nouns. Number 1 is done for you as an example.

1. Mount Bromo has amazing scenery.
2. Tanjung Puting National Park offers an impressive experience.
3. Birute Galdikas is an important scientist.
4. The traveling in the boat offers another unforgettable experience.
5. At night, you can enjoy the clear sky and the bright stars.
6. Local people call proboscis monkeys Bekantan.
7. Fruits are orang utans' favorite food.
8. Keeping orang utans as our pet is an illegal act.
9. In the rehabilitation site, ex-captive orang utans learn to live a natural life.
10. In a real jungle, we can see many incredible animals.
11. Imagine yourself to be in the jungle and meet these special animals in their original habitat.
12. The gigantic trees in the forest indicate that the forest is well preserved.

Task 2:
Make noun phrases. The words on the left columns are adjectives and the words on the right column are nouns. Combine them to make noun phrases. See number 1 as an example.

attractive	lake
memorable	waterfall
fresh	atmosphere
deep	trees
clear	people
gigantic	air
quiet	situation
relaxing	water
friendly	journey
beautiful	food
delicious	cave
large	flora and fauna
various	souvenirs

1.	delicious	food
2.	________	________
3.	________	________
4.	________	________
5.	________	________
6.	________	________
7.	________	________
8.	________	________
9.	________	________
10.	________	________
11.	________	________
12.	________	________
13.	________	________
14.	________	________

Task 3:

From the previous task, you have reviewed noun phrases made by combining adjectives and nouns, such as *pristine jungle, beautiful garden,* etc. Those kinds of adjectives are called *opinion adjectives* because the adjectives tell about our opinion about something. If we want to give more information, we can add more modifiers to the thing (noun) we describe. For instance, in addition to the *opinion adjectives*, we can also inform the size, and the color, the age, and nationality of the thing (noun).

Observe the following examples. Pay attention to the order of the modifiers. Where is the position of the opinion adjectives?

Example:

a beautiful old tree → opinion age noun
a beautiful reddish leaf → opinion color noun
a beautiful Indonesian island → opinion nationality noun

The following is the common word order of adjectives before a noun.

Opinion	Size	Age	Color	Nationality	Materials	Noun
impressive	large	old	purple	Chinese	ceramic	vase
beautiful	little	young	dark	Indonesian	-	girl

However, it is very rare to find noun phrases with more than 3 modifiers like in the examples in the table above.

Now, read the phrases below. Identify the modifiers. See number 1 as an example.

1. large black stones → size color noun
2. a shallow small lake → _____ _____ _____
3. cold tiny droplets → _____ _____ _____
4. sweet yellow corns → _____ _____ _____
5. powerful small ants → _____ _____ _____
6. beautiful white orchids → _____ _____ _____
7. a unique golden monkey → _____ _____ _____
8. favorite thick books → _____ _____ _____
9. an enormous reddish snout → _____ _____ _____
10. misty grey morning → _____ _____ _____
11. a beautiful little young girl → _____ _____ _____ _____
12. a nice old American woman → _____ _____ _____ _____
13. breathtaking blue waves → _____ _____ _____ _____

Task 4:
THINK PAIR SQUARE

What do we need to bring?

What will you need to bring if you visit Camp Leaky, which is located in a jungle, in the heart of Tanjung Puting National Park? Make a list of the items that you will probably bring to make your journey successful. Be ready to explain why you need to bring them. You can choose from the following items and add other items if necessary. Remember not to bring too many things.

Work individually first. After your personal list is done, compare it to your classmate's beside you. Work in pairs to produce one list.

Then work in groups of four students to produce one newest list of items. Add the right adjectives to each item to make your list more informative. Do not forget to give the reason for each item you decide to bring. For example: *a little yellow flashlight to use in darkness.*

sun screen lotion	backpack	mosquito repellent
flashlight	tie	raincoat
suit	hat	suitcase
guitar	camera	jacket
banana	knife	potato chips
life vest	cooking and eating	utensils
blanket	pop corn	flip-flop
sneakers	diary	medicine



Source: http://gabbish.com/category/style/
Picture 6.3

G WRITING

Pair Work

Read the following description about a tourist destination carefully. The writer forgot to edit her draft. Can you find the errors in the text and help her edit the text? Use the guiding questions that follow to help you.



Source: http://nugrohorino81.student.umm.ac.id/2012/08/02/kabupaten-malang/
Picture 6.4

If you go to Batu city in East Java, do not forget to visit Cuban Rondo. Cuban Rondo is a must-see waterfall because of it spectacular scenery. The first amazing natural charm to enjoy is the huge greenish rock. The gigantic rock and its vegetation that surrounds the waterfal soar high into the sky. The top of the rock bends inward so that when we stand close to the waterfal, we will feel as if we were inside of a gigantic cave or a bowl giant. The greatness of the nature will make you feel very small and price God The second scenery to enjoy is the waterfall itself. from the top of the soaring rock, huge amount of water continuously falls down, splash on the large black stones at the bottom of the waterfall, and forms a shallow small lake and stream. The water in the lake and stream crystal clear and icy cold. The wind that blow the falling water and the splash produce millions of tiny droplets of water. The wind can blow your boat. The droplets covers the small lake and visitors in mist. Yes, you will get wet. But you can go to the mall. When the sunlight shine through the cold tiny droplets, you will see rainbows on the earth, not in the sky, that seems close enough to you the senery is breathtaking. End the trip with something that can warm you up. In the rest area, you can buy roasted sweet corns. If that is not enough, you can also buy drinks hot delicious and meatball soup hot. When you go home, leave nothing in the area but your footsteps and bring home only your memory unforgettabel about the beautiful Cuban Rondo Waterfall.

Guiding questions for editing:

1. Does the writer use indentation? What should she do?
2. Does the writer use correct paragraphing?
3. If you were to divide the text into some paragraphs, how would you do it?
4. Are there any irrelevant sentences? Can you help her find out if any?
5. Are there any misspelled words? Can you help her find out if any and correct them?
6. Does she use correct grammar in all of her sentences? Help her check the following things:
   a. whether the verbs in the sentences are suitable with the subjects,
   b. whether the places of the modifiers in the noun phrases are correct.
7. Does she begin all sentences with capital letters? Check the sentences and correct any mistakes you find.
8. Does she end all sentences with full stops? Correct them if she does not.

H SPEAKING

Pair work

Have you ever visited a waterfall or other natural tourist objects? What is interesting or not interesting about the place? Will you recommend that place to your friends? Why? Take turns describing the places.



I REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. What have you learned from this chapter?
2. Can you do all the exercises here?
3. What is your plan to improve your ability in describing places?

J FURTHER ACTIVITIES

Noun phrase (NP) is an important element in giving people a lot of information. That is why it is important that you learn to create noun phrases. To do that you will need to read a lot of texts, such as science texts, that often use noun phrases. Find a biology text and identify the noun phrases used. Share what you have with your classmates.



Chapter 7

Visiting Niagara Falls



Source: Dokumen Kemdikbud
Picture 7.1

Tujuan Pembelajaran:

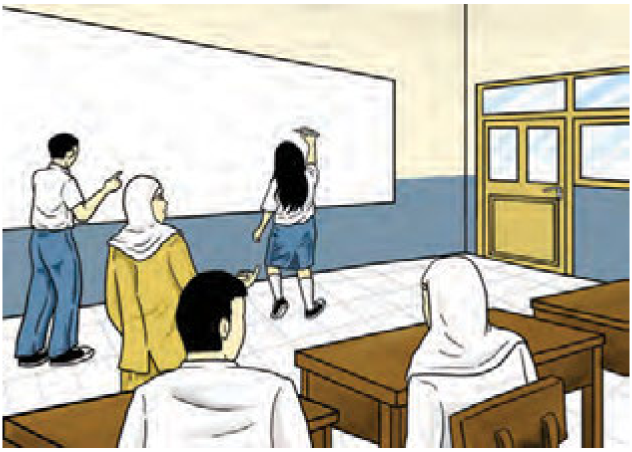
Setelah mempelajari Bab 7, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang tempat wisata.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat wisata.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata.
4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang tempat wisata.
5. Menyunting teks deskriptif tulis tentang tempat wisata.

A WARMER

Draw and Guess

Your teacher will divide the class into two big groups and show you how to play **Draw and Guess.** Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.



Source: Dokumen Kemdikbud
Picture 7.2

B VOCABULARY BUILDER

Read the text about Visiting Niagara Falls. After you read it, scan the text quickly to find the English equivalents for the Indonesian words below. You are given the dashes and some letters of the English words as the clues. Each dash represents a letter. After you find the words, compare your answer to your friends.

c r _ _ _ *(verb)*	melewati/ melintasi
g o _ _ _ *(noun)*	jurang
a t t r _ _ _ _ _ _ *(noun)*	pertunjukan
p o _ _ _ _ _ _ *(adjective)*	menghantam
s o _ _ _ _ *(adjective)*	terendam
w a t _ _ _ _ _ _ _ _ *(adjective)*	anti air

i l l _ _ _ _ _ _ _ _ _ *(adjective)*	berkilauan
c h _ _ _ *(noun)*	pesona
m i _ _ *(noun)*	kabut
s c _ _ _ _ *(adjective)*	indah
e x h _ _ _ _ _ _ _ _ _ _ *(adjective)*	mendebarkan
p l _ _ _ _ *(verb)*	tercebur
s a n _ _ _ _ _ _ _ *(noun)*	penangkaran
p r e _ _ _ _ _ _ _ _ _ _ *(noun)*	pelestarian
d u _ _ *(adverb)*	petang

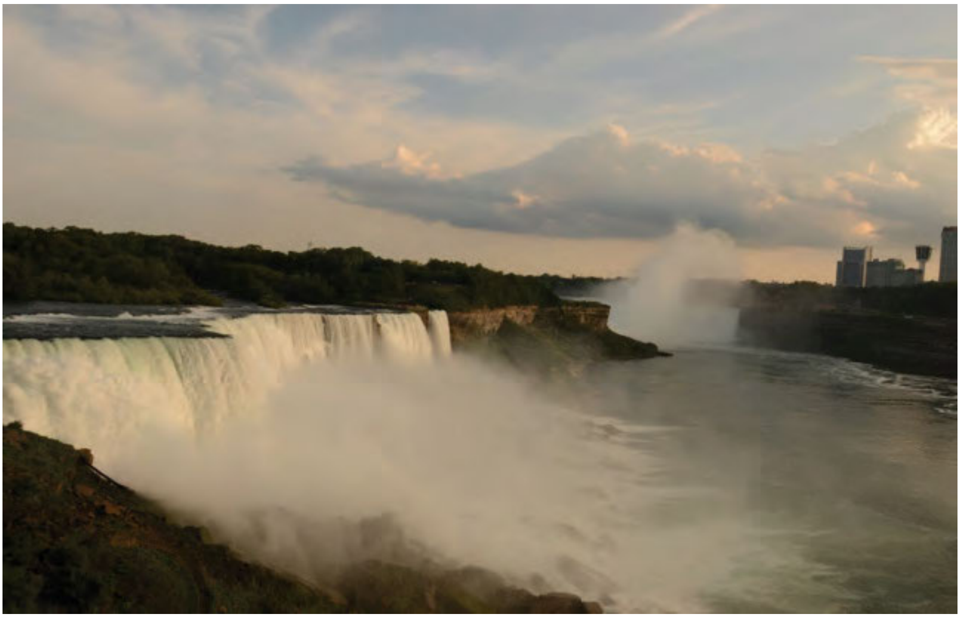
C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

niagara	: / naɪˌæg ə rə /
gorge	: / gɔːrdʒ /
veil	: / veɪl /
bridal	: / 'braɪdl /
cave	: / keɪv /
hurricane	: / 'hʌrɪkən /
illuminated	: / ɪ'luːməneɪtəd /
scenic	: / 'siːnɪk /
boat	: / boʊt /
exhilarating	: / ɪg'zɪləreɪtɪŋ /
plunge over	: / plʌndʒ ‘oʊvər /
sanctuary	: / 'sæŋktʃuəri /
apparatus	: / ˌæpə'reɪtəs /
entrance	: / 'entrəns /

D READING

VISITING NIAGARA FALLS



Source: Dokumen Kemdikbud
Picture 7.3

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is ***Cave of the Winds***. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

The second charm is ***Maid of the Mist Boat Tour.*** It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is ***Niagara Adventure Theater***. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the priviledge to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is ***Niagara's Wax Museum of History***. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.

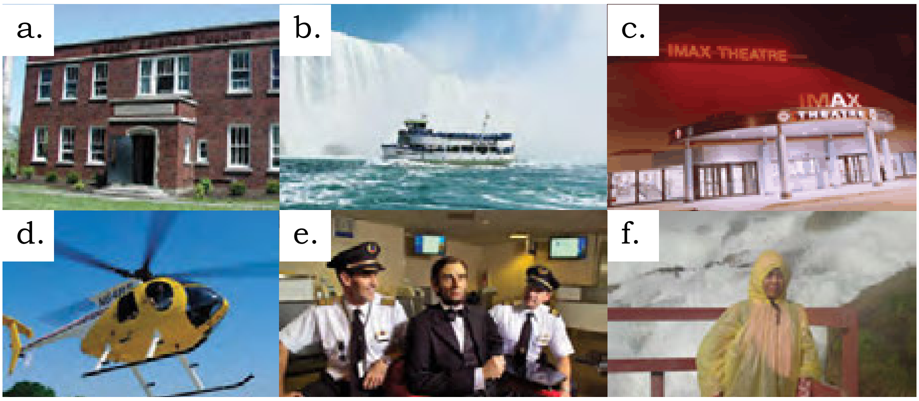
Finally, people can also enjoy ***Rainbow Air Helicopter Tours*** above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.

The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

(**Adapted from:** http://en.wikipedia.org/wiki/Niagara_Falls and http://www.niagara-usa.com/things-do/attractions/falls-region)

Task 1:
MATCHING PICTURES WITH PARAGRAPHS

Match paragraphs 2-7 above with pictures a-f as follows. Paragraph 4 is done for you as an example



(some pictures are adopted from: http://www.niagara-usa.com/things-do/attractions/falls-region)
Picture 7.4

Paragraph 2_____ Paragraph 3_____ Paragraph 4_c___

Paragraph 5_____ Paragraph 6_____ Paragraph 7_____

Task 2:
COMPREHENSION QUESTIONS

Answer the following questions by referring to the text 'Visiting Niagara Falls.'

1. Where is Niagara Falls located?
2. Mention the three waterfalls that form the Niagara Falls.
3. What can people enjoy in the Cave of the Winds?
4. Can people ride on the Maid of the Mist Boat Tour in January?
5. Where can people watch a film of the thundering falls with completely different background?
6. Can the tourists enjoy the film in their own language?
7. What is kept in Niagara Science Museum?
8. What is shown in Niagara's Wax Museum of History?
9. Where can people see the story of how electricity was made?
10. Is it possible for people to have Rainbow Air Helicopter Tours at night?

11 If you had an opportunity to visit Niagara Falls, which attraction would you visit first? Why?
12. Can you find a place of similar beauty to Niagara Falls in your area? Tell your classmates about the place.

POINTS TO PONDER

Discuss with your classmates what benefits people can get from the magnificent waterfalls that God has created.

E VOCABULARY EXERCISES

Complete the following sentences using the words in the box. Remember to use the correct forms.

cross	gorge	attractions
pounding	soaked	waterproof
illuminated	charm	mist
scenic	exhilarating	plunge
sanctuary	preservation	dusk

1. Waves are ______________ against the pier. You can hear the sound very clearly.
2. In the morning, the small town is covered in __________.
3. Explore Cheddar _______________ through photos in the internet. They inspire you to come and visit.
4. Her shoes got ___________ as she walked through the wet grass.
5. Don't forget to bring your _____________ jacket. It's dark outside, it's likely going to rain.
6. Somerset ______________ help her forget her complicated problems.
7. Christiano Ronaldo came to Bali to campaign for the ______________ of the environment.
8. The street lights go on at ___________ Without the lights, car drivers cannot see the traffic in front of them.
9. Look at that side. An ________________ sign flashed on and off.

10. This is a region of ____________ beauty. All areas are covered with trees; clean water flows uninterrupted, and fresh air fills the sky.
11. I remember having an __________ walk to Mount Bromo two years ago.
12. The Rainbow bridge __________ Niagara river.
13. On her last vacation, her car swerved and _________ off the cliff.
14. The _____ of the nature reminds him of God's greatness.
15. Tropical forest in Borneo is the largest wildlife _________ in Indonesia.

G GRAMMAR REVIEW

PASSIVE VOICE

	Subject	Verb	Object
Active	Mary	helps	her son
Passive	The son	is helped (to be + V3)	by Mary

Active	People see peace in family as essential for spiritual growth.
Passive	Peace in family is seen as essential for spiritual growth.

Active	Muslims perform prayers at least five times a day.
Passive	Prayers are performed by Muslims at least five times a day.

Task 1:
Refer back to the text and find at least five sentences written in passive voices. Change the sentences into active voices.

Passive	Active

Task 2:
Refer back to the text again and find five sentences written in active voices. Change the sentences into passive voices.

Active	Passive

H SPEAKING

Pair work: Try to remember one interesting place you've visited. Tell your friends about the place.



Source: Dokumen Kemdikbud
Picture 7.5

I WRITING

Task 1:
Work in Pairs

Complete the following chart to understand the structure of the descriptive text in the Reading Comprehension.

Parts of Text	Purposes	Details
Introductory paragraph		
Supporting paragraph 1		
Supporting paragraph 2	To describe Maid of the Mist Boat Tour	
Supporting paragraph 3		
Supporting paragraph 4		
Supporting paragraph 5		
Supporting paragraph 6		
Concluding paragraph		

Task 2:
Collaborative Description

Your teacher will assign you to sit in groups of 12-15 students. Sit in a circle and do the following steps.

1. Write a sentence about an interesting place. Start with a topic sentence. When your teacher gives a signal to stop, stop writing and give your paper to your friend on your right, and you'll receive your friend's paper. Continue writing a sentence on your friend's paper, one sentence at a time. Continue doing this, until your paper is back to you.

   When writing, pay attention to the following guiding questions:
   1. What is the name of the place and why is it interesting?
   2. What attractions are available in this place? Describe one by one.
   3. What is your overall impression about the place?



Source: Dokumen Kemdikbud
Picture 7.6

2. Read your and your friends' description. What do you think? Is it a funny description? Is your paragraph logical? If not, then go to the next activity.

Task 3:
Independent Writing

Now, rewrite your description by adding words, phrases or sentences. Change it into a descriptive essay telling your reader about an interesting place to visit. Make sure that your essay makes sense.

Use the following questions to guide you:
1. Does the essay have an introductory paragraph?
2. Does your essay have supporting paragraphs?
3. Does your essay include a concluding paragraph?
4. Does your paragraph use clear references?

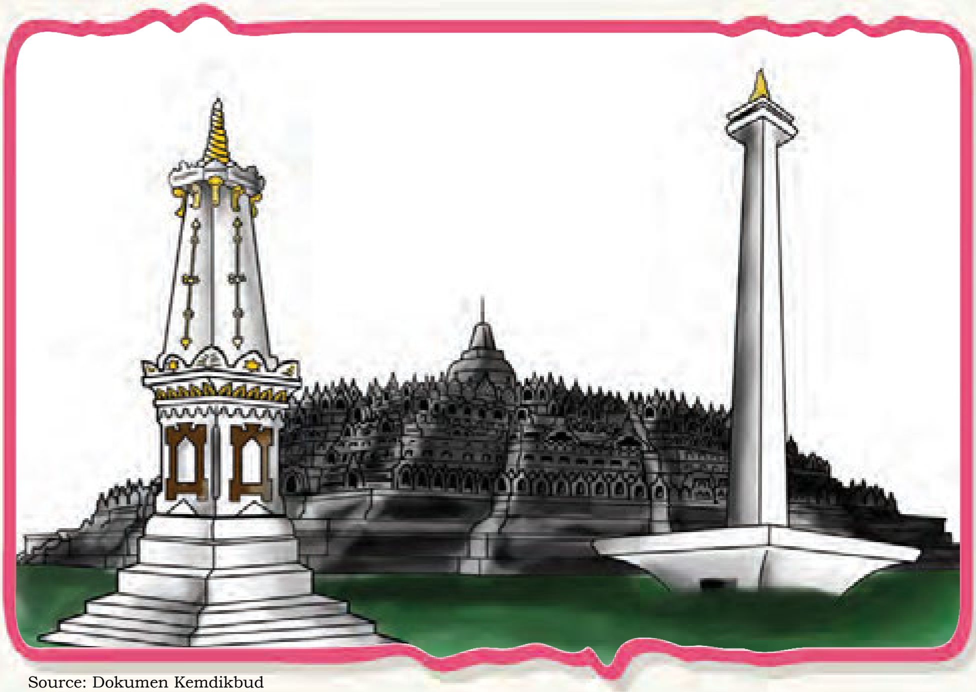
J REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. What have you learned from this chapter?
2. Can you do all the exercises here?
3. What is your plan to improve your ability in describing places?

Chapter 8

Describing Historical Places



Source: Dokumen Kemdikbud
Picture 8.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 8, siswa diharapkan mampu:
1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang bangunan bersejarah terkenal.
2. Menunjukkan perilaku peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang bangunan bersejarah terkenal.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang bangunan bersejarah terkenal.
4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang bangunan bersejarah terkenal.
5. Menyunting teks deskriptif tulis tentang bangunan bersejarah terkenal.
6. Menyusun teks deskriptif lisan dan tulis sederhana tentang bangunan bersejarah terkenal.

A WARMER

Think of a historical building you once visited. Then, talk with your partner about the building. Use the following questions to guide you.

What is the name of the building?
Where is it?
What does it look like? (What words describe the building?)
What history do people know about the building?
Is there any information saying that the building is mysterious?

B VOCABULARY BUILDER

Read the Indonesian equivalents. Guess the English words using clues provided. Using your dictionary, check whether you guessed correctly. Compare your work with that of your friends'.

c__vil__za__ion *(noun)*	peradaban
__b__nd__ned *(adjective)*	ditinggalkan
be__t-k__ow__ *(adjective)*	terkenal
c__ll__ag__e *(noun)*	sejawat
un__ar__h *(verb)*	menggali
e__id__nc__ *(noun)*	bukti
h__ly *(adjective)*	suci
ci__e *(verb)*	mengutip
off__ci__ls *(noun)*	pegawai
an__ie__t *(adjective)*	kuno

C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

unearth	: / ʌn'ɜːθ /
abandoned	: / ə'bændənd /
colleague	: / 'kɒliːg /
evidence	: / 'evəd ə ns /
holy	: / 'həʊli /
best-known	: / best noʊn /
cite	: / saɪt /
civilization	: / ˌsɪv ə l–aɪ'zeɪʃ ə n /
officials	: / ə'fɪʃ ə l /
ancient	: / 'eɪnʃ ə nt /

D READING

Task 1:
Read the following text carefully.

THE SECRETS OF STONEHENGE



Source: http://upload.wikimedia.org/wikipedia/commons/7/79/Stonehenge_from_the_northeast.jpg
Picture 8.2

All over the globe are historical mysteries left to us by the ancient world – lost civilizations, abandoned cities, and puzzling monuments. One unexplained mystery that has both inspired and mystified modern man for centuries is Stonehenge. Though it is one of the best-known artifacts in the world, we have no definitive idea of why it was built and what it was actually used for. Today, however, two new investigations may offer some answers.

The first theory begins with findings being unearthed not at Stonehenge, but at a location nearby. Archeologist Mike Parker Pearson and his colleagues have been studying an area about three kilometers (two miles) northeast of Stonehenge. Here stands Durrington Walls – a structure similar to Stonehenge but about 20 times larger. In and around Durrington Walls were three circular structures made of wood. Evidence suggests that these wooden circles were holy places, or perhaps the residences of important officials who cared for Durrington. Outside Durrington Walls, Parker Pearson and his colleagues have also recently discovered a village of up to 300 houses which date back more than 4,500 years.

What do the findings at Durrington Walls have to do with Stonehenge? Parker Pearson believes there is a connection between the two places, and he cites his recent studies of the Malagasy cultures in Madagaskar to help explain his theory. In Malagasy culture, stone is a symbol of hardened bones and death. Wood, in contrast, is associated with life.

Using this model, Parker Pearson sees associations between the wooden structures of Durrington and the hard monument of Stonehenge. Durrington, in this new theory, is the domain of the living, while Stonehenge is a place of the dead.

… … …

In Wales, about 400 kilometers (250 miles) west of Stonehenge, archeologists have another theory about why the monument was built and what it was used for. In this region of Wales are the Preseli Mountains. Archeologists have traced the origin of Stonehenge’s oldest stones (often referred to as “bluestones” because of their appearance when wet) to this site.

… … …

Stonehenge was one of the last great monuments built in ancient England. It was abandoned about 3,500 years ago, and because its creators wrote no texts to explain it, they have left us forever with one of history’s great puzzles to solve.

(Taken from Reading Explorer 3 by Nancy Douglas, 2010)



Task 2:
Write words that describe Stonehenge and Durrington Walls.

Stonehenge
puzzling ____
____
____
____
____

Durrington Walls
larger (than Stonhenge) ______________________________
____
____
____
____

Task 3:
Based on the information in the previous text, write T if the sentence is True or F if the sentence is False.

1. Lost civilizations, abandoned cities, and puzzling monuments are examples of historical mysteries. __________
2. Stonehenge is one of the world artifacts. __________
3. Durrington Walls is far away from Stonehenge. __________
4. Durrington Walls is about southwest of Stonehenge. __________
5. The structure of Durrington Walls is different from that of Stonehenge. __________
6. Parker Pearson proposes two possible theories about the why and the what for. __________
7. Stonehenge is made of wood. __________
8. Durrington Walls is the place for the living, whereas Stonehenge for the dead. __________
9. The Preseli Mountains are in Wales. __________
10. The paragraphs before the last one are likely to be about why Stonehenge was built and what it was for. __________

Task 4:
Discussion

Work in groups. Take one example of historical places. Discuss what each of the following can do to preserve those ancient remains.

- Central government
- Local government
- Society
- Individual people

E VOCABULARY EXERCISE

Complete the following sentences using the words in the box.

civilization	abandoned	best-known	colleague
unearth	evidence	holy	cite
officials	ancient		

1. I have a new __________ now. She has been in this company for a week.
2. Both my father and my mother are senior high school teachers. They are government __________.
3. I love learning sociology. Through this subject, I can see how human __________ has developed from time to time.
4. Malang is __________ as an education city in East Java because there are many universities and colleges there.
5. The data that the researchers have presented in the conference provide additional __________ concerning strategies for learning English.
6. Hidden behind Beijing's __________ walls is the cultural richness of the society.
7. Authors might need to __________ from other sources to support their arguments. In order to avoid plagiarizing, they have to acknowledge this.
8. Students in this region generally do not go to schools on __________ days.

9. Archeologists have managed to __________ the remains and findings related to Stonehenge.
10. One of the theories that archeologists propose suggests that this city was once __________.

F TEXT STRUCTURE

THINK-PAIR-SHARE

Task 1:
Individually, complete the following chart to find out the structure of the text about Stonehenge.

Parts of the Text	Details
Introductory sentences to identify the place	
Descriptive sentences about Stonehenge as well as Durrington Walls	
Closing comment	

Task 2:
Work in pairs (Students A and B) discussing and comparing the text structure you have identified, and then share this with the class.

G GRAMMAR REVIEW

PARTICIPLES

All over the globe are historical mysteries left to us by the ancient world – **lost civilizations, abandoned cities, and puzzling monuments.**

Study the following examples.

lost civilizations	= civilizations which are lost
abandoned cities	= cities which are abandoned
puzzling monuments	= monuments which are puzzling
boring classes	= classes which are boring
bored students	= students who are bored
annoyed people	= people who are annoyed
exhausted workers	= workers who are exhausted

Do as the examples.

1. annoying noise
2. annoyed people
3. exhausting work
4. exhausted workers
5. embarrassing experience
6. embarrassed people
7. a frustrating situation
8. frustrated learners
9. a depressing story
10. depressed children
11. a disappointing book
12. disappointed readers
13. an amazing place
14. amazed visitors
15. interesting places
16. interested people
17. confusing subjects
18. confused students
19. irritating behaviors
20. irritated parents

Classify the words from the above exercise into the categories below.

Participles	**Present (V-ing)**	**annoying**
	Past (V-3)	**annoyed**

H SPEAKING

Ask your parents or relatives about historical places that they know. Use these questions to guide you. Report the information you have obtained to the class.

- What is the name of the place?
- How old is the place?
- Is the place spooky?
- Why is it mysterious?
- How does the place look like?

I WRITING

Task 1:
The following text is **not written properly**. Edit the text to find out the 15 misspelled words so that it makes sense.

Parker Pearson goes on to explain that the houses neer Durrington Walls were probably occupied at certain times of the yeer when people gatherd for the summer and winter solstices (the longest and shortst days of the year) to celebrate certain religius ceremonies. And in fact, large amounts of pottery and anmal bones have been found near Durrington, suggesting that this site was usd as a place for eating and drinking. In contrst, very little pottery has been found in Stonehenge. In addition, almst no human remains have been found at Durrington, but a number of grves have been uncovered at Stonehenge.

Paths from Stonehenge and Durrington Walls to the nearbi River Avon also suggest that the two sites were linkd. At certain times of the year, most of the ded would have been carred down the road from Durrington and put in the river. Later, remains of the society's rulers would have been brought down the river, carried up the long avenu, and deposited at Stonehenge.

Task 2:
Using your own words, rewrite the above paragraphs.

Parker Pearson further suggests that ______________________

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

Task 3:
Find some information about historical places in your hometown. Write a text about one of those places that interests you most.

J REFLECTION

At the end of this unit, ask yourself the following questions to know how effective your learning process is.

1. Do you know how to describe historical places orally?
2. Do you know how to describe historical places in a written form?

If your answer is 'no' to any one of these questions, see your teacher and discuss with him/her on how to make an announcement.

Chapter 9

Giving Announcement



Source: Dokumen Kemdikbud
Picture 9.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 9, siswa diharapkan mampu:
1. Menunjukkan kesungguhan belajar bahasa Inggris tentang teks pemberitahuan *(announcement).*
2. Menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi tentang teks pemberitahuan *(announcement).*
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan *(announcement).*
4. Merespon makna teks pemberitahuan *(announcement).*
5. Menyusun teks tulis pemberitahuan *(announcement).*

A WARMER

Close your book. Listen to your teacher reading an announcement. Refer to these questions while listening.

- Who is the announcement for?
- What is the announcement about?
- Where do you think you will hear that kind of announcement?

B VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work to your classmates'.

cancel *(verb)*		berdasar (pendaftar) yang dulu
a stadium *(noun)*	→	stadion
an approval *(noun)*		dipesan
proceed *(verb)*		banyak; luar biasa
in accordance with *(noun)*		biaya pendaftaran
unforeseen *(adjective)*		membatalkan
a first-come basis *(noun)*		persetujuan
tremendous *(adjective)*		tidak terduga
a registration fee *(noun)*		menindaklanjuti
reserved *(adjective)*		sesuai dengan

C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

cancel	: / 'kæns ə l /
stadium	: / 'steɪdiəm /
approval	: / ə'pruːv ə l /

proceed	:	/ prə'siːd /
in accordance with	:	/ ɪn ə'kɔːd ə ns wɪθ /
unforeseen	:	/ ˌʌnfɔː'siːn /
a first-come basis	:	/ ə fɜːrst kʌm 'beɪsɪs /
tremendous	:	/ trɪ'mendəs /
registration fee	:	/ ˌredʒə'streɪʃ ə n fiː /
reserved	:	/ rɪ'zɜːved /

D READING

Jingsaw

Task 1:
Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read text 1; students as B, read text 2.

Text 1: An Announcement about Concert Cancellation

Cancellation of JYJ Concert in Singapore

+ Write a Note

by Faith & D Entertainment on Monday, March 28, 2011 at 5:19am

Dear Fans and Media

This is an official announcement to inform everyone that we have just been notified by CJes Entertainment, the artiste agency of JYJ that they have decided to cancel JYJ World Tour Concert in Singapore which is scheduled on 23 April 2011 at Singapore Indoor Stadium.

It is with utmost regret that we have to accept this cancellation notice from the artiste agency at this point in time. We have submitted the final plans for stage, seating and ticketing for the agency's approval so as to proceed with the official announcement on ticket sale. These plans are in accordance with the regulations required by the authorities in Singapore and the budget allocated for the concert. It is most unfortunate that the plans are not approved by CJes and their decision is to cancel the concert. We respect the agency's decision and, with great regret, we are unable to change their mind but to accept this unforeseen circumstance that is beyond our control.

We understand the disappointment as well as the inconvenience caused due to the cancellation and we sincerely apologize – especially to the fans of JYJ.

The Management
Faith & D Entertainment

(Taken from http://www.dbsknights.net/2011/03/info-faith-d-entertainment-announces.html)

Text 2: An Announcement about McMaster Mini-Med School.

ANNOUNCEMENT

McMaster Mini-Med School

We hope that you enjoyed becoming a McMaster Mini-med student in 2008 and welcome you to become a student in 2009. The new seven week term will begin Tuesday, March 3, 2009 with classes following on March 10, March 17, March 24, March 31, April 7, and April 14, 2009.

Registration will occur on a first-come basis. As the response for the previous years was tremendous, it is advised to register as soon as possible. After all the student spots are full, all others will be placed on a waiting list and will be contacted as spots become available.

With registration fees participants receive:

- A reserved spot in the McMaster Mini-Med School Class 2009
- An 'official' Mini-Med School tote bag
- An "official" Mini-Med School Clipboard and Pen
- An 'official' Mini-Med School Stadium blanket
- An "official" Mini-Med School travel book light
- A McMaster Mini-Med School Certificate of Attendance that will be presented on the last day of classes

For a list of speakers and further information including registration and fees, please go to the following website:

http://www.medportal.ca/minimed/index.html

Or register online by visiting

www.fhs.mcmaster.ca/conted

(Taken from http://www.docstoc.com/docs/4661848/ANNOUNCEMENT McMaster-Mini-Med-School-McMaster-Mini-Med-School)

Task 2:
After reading the text, in the chart below, identify the main ideas of the paragraphs, and then write the most important details in your own words.

Text 1

Paragraph	Main Idea	Details
1	The Faith & D Entertainment Management announces the cancellation of the concert.	- The management has just been notified by CJes Entertainment, the artiste agency of JYJ. - CJes Entertainment has decided to cancel JYJ World Tour Concert in Singapore. - The concert is scheduled on 23 April 2011. - The concert is held at Singapore Indoor Stadium.
2		
3		

Text 2

Paragraph	Main Idea	Details
1	The McMaster Mini-Med School announces the commencement of the 2009 program.	- The school welcomes the 2009 students. - The term lasts for seven weeks. - The term begins Tuesday, March 3, 2009.
2		
3		
4		

Task 3:
Work in pairs. If you have read Text 1, refer to Questions II; if you have read Text 2, refer to Questions I. Read the questions for your partner to answer.

COMPREHENSION QUESTIONS I

Answer the following questions briefly.

1. Who wrote the announcement?
2. When was the announcement released?
3. Who is the announcement for?
4. What is the announcement about?
5. When and where will actually the concert be held?
6. What has the Faith & D Entertainment Management submitted to CJes Entertainment?
7. Has there been an announcement regarding ticket sale? Why do you think so?
8. What did Faith & D Entertainment write in the last paragraph?

COMPREHENSION QUESTIONS II

Answer the following questions briefly.

1. Who wrote the announcement?
2. Who is the announcement for?
3. What is the announcement about?
4. How long does the term last?
5. How does the registration occur? What does that mean?
7. What will the school do to the other applicants when all the student spots are full?
8. What do the participants receive?

E VOCABULARY EXERCISE

Complete the following sentences using the words in the box.

proceed	unforeseen	a first-come basis
tremendous	registration fee	reserved
cancel	stadium	approval
in accordance with		

1. This annual international conference is usually attended by many participants from various countries; therefore, the committee applies the registration on __________.
2. This restaurant is full. We cannot get any seat as all the tables have been __________.
3. Before arranging the examination date for their final project, the students have to get their supervisors' __________.
4. This afternoon the football match between INDONESIA and VIETNAM is held at Gelora Bung Karno __________.
5. The seminar participants will get a special rate for the __________ if they can pay it one month before the due date.
6. The headmaster has to __________ some school programs due to the changes of funding policies by the newly-appointed mayor.
7. Even though her mid-semester project is due next month, Fahmida is planning to finish it today. She does this to minimize __________ circumstances.
8. The election committee works __________ the rules and regulations established by the government.
9. According to the announcement, passengers of Garuda Indonesia Flight Number GA 522 are to __________ to the waiting room.
10. The announcement about the trip to Borobudur Temple has received __________ response.

F TEXT STRUCTURE

THINK-PAIR-SHARE

Task 1:
Individually, complete the following chart to find out the structure of the announcement above, depending on which announcement you have read.

Parts of the Announcement	Purposes	Details
Opening		
Contents		
Closing		

Task 2:
Work in pairs (Students A and B) discussing and comparing the text structure you have identified, and then share this with the class.

G GRAMMAR REVIEW

Forming *Nouns* from *Verbs*

Task 1:
Study the following pairs of sentences to identify how the words printed in italics are related.

Examples:

1. a. We need to *register* soon.
   b. The *registration* is on a first-come basis.

2. a. CJes Entertainment has decided to *cancel* the concert.
   b. The *cancellation* of the concert is announced by Faith & D Entertainment Management.

3. a. He is trying to *deny* the evidence that the police have presented.
   b. His *denial* appears very ridiculous.

4. a. CJes did not approve the concert plans by Faith & D Entertainment Management.
   b. It was unfortunate that the *approval* from the artiste agency was not granted.

Task 2:
Complete the sentences with the correct forms of the verbs in italics.

1. They are going to *reserve* a room in a local hotel. The __________ can be done through email.
2. The artiste agency has to *decide* on the concert cancellation. The agency's __________ has to be respected.
3. Dany was permitted by his father to *try* a new car. The __________ period lasted for a week.
4. The internet *connects* people around the world easily. This school has a very excellent internet __________.
5. The beginning part of a story *orients* readers with the setting. The quality of this __________ usually determines whether readers would continue reading or not.
6. Joe wanted to *bury* the dead body of his pet Bonnie at the backyard. He hoped that this __________ would bring good memories.
7. The students are planning to *organize* a trip to the beach. The __________ is supervised by the vice headmaster for student affairs.
8. Riza hopes that his supervisor would *approve* his proposal. The __________, however, is subject to the revision he is doing at the moment.
9. The teacher will *divide* the class into two. The __________ is based on the attendance list.
10. The students are being trained to *communicate* effectively in public. Public __________ is one of essential skills in this global era.

H SPEAKING

Imagine that you are the captain of your class. You just had a meeting with OSIS. During the meeting, you took the following notes. Use your notes to make an announcement to your classmates.

- Trip to Borobudur Temple
- 3 days 4 nights (departing on 27 October)
- Contribution: IDR 150,000 including transportation, meals, and hotel
- Confirmation by 20 October to the organizing committee either by email to OSIS@SMA-IC.com or sms to 0850502134

I WRITING

Task 1:
The following announcement about regional games is not written properly. Edit the announcement so that it makes sense.

ANNOUNCMENT

To All Members of Riza's Club
Please be informed that Riza Regional Games 2013 will be on May 5 – 12, 2013 at Malang City.

Please pay your 2nd smester contributions on or before April 30, 2013.

All checks will be payed to the order of Rizas Club with account # 02051527.

Thank you for your attention.
Managemen of Riza's Club

Task 2:
Use the following questions to help you re-write the above announcement.

1. Where is the announcement from?
2. Who is the announcement for?
3. What is the announcement about?
4. When will the games be?
5. Where will the games be?
6. When do the members have to pay the contributions?
7. What is the number of the account to pay checks?

The announcement from The Management of Riza's Club informs ____
____
____
____
____
____
____.

J REFLECTION

At the end of this unit, ask yourself the following questions to know how effective your learning process is.

1. Do you know how to announce a piece of information orally?
2. Do you know how to write an announcement?
3. Does an announcement have to contain information?

If your answer is 'no' to any one of these questions, see your teacher and discuss with him/her on how to make an announcement.

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